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ABSTRACT

This manual was developed as a service document for elementary school health teachers and was designed to be used in conjunction with the Alberta Elementary Health Curriculum Guide, 1983 edition. Classroom activities are described for grades one through six. These are correlated with affective, psychomotor, and cognitive objectives outlined in the Curriculum Guide. Suggestions are made for effective instructional methods, as well as for resource materials and resource agencies. Resource persons available in the community are cited. The curriculum consists of four themes: (1) self-awareness and acceptance; (2) relating to others; (3) life careers; and (4) body knowledge and care. For grades four through six an additional theme, human sexuality, is added. (JD)

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Teacher's Resource Manual

ELEMENTARY HEALTH

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1983

ELEMENTARY HEALTH
TEACHER'S RESOURCE MANUAL

THE HEALTH MODEL

Health incorporates physical, intellectual, social/personal and ethical/moral dimensions of well-being.

Published by Alberta School Book Branch
1983

03

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INTRODUCTION

1. RATIONALE

The Teachers' Resource Manual for Elementary Health has been developed as a service document for elementary health teachers. It is intended to provide assistance through the inclusion of suggested activities and diagrams.

Teachers are encouraged to develop activities in addition to or as alternatives to the ones presented in this document.

The curriculum is largely based on the following two goals of schooling adopted by the Alberta Legislature in 1978:

Goals of Schooling

- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental, and social well-being.

- Acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

2. ORGANIZATION

The Teachers' Resource Manual follows the organization of the Alberta Elementary Health Curriculum Guide, 1983 edition. It is organized by grade, and within each grade by the themes and sub-themes of the elementary health program.

The pages of the manual are divided into two columns, CONTENT and SUGGESTED ACTIVITIES. The CONTENT column has been reproduced from the curriculum guide to facilitate the use of the correlating activities. Where no activity was developed for a content item, the content statement has not been included in the manual.

This manual does not replace the 1983 Elementary Health Curriculum Guide. It is strongly recommended that this manual be used only in close conjunction with the guide.

3. METHODOLOGY

Within the policy of the local jurisdiction, the selection of instructional methods to be employed to achieve the objectives of the health program is the professional responsibility of the teacher. It has been demonstrated that students develop appropriate skills and acquire requisite knowledge most efficiently when they are involved in

projects that are not didactic, that is they are able to actively participate in the learning process. This manual offers a selection of activities which are exciting to children and appropriate for achieving many of the cognitive, affective and psychomotor objectives of the program.

4. SENSITIVITY

Teachers' Notes will be found throughout the "Activities" columns indicating a need for sensitivity in dealing with topics generally considered to be of a personal nature. Some guidelines are found on page x of the 1983 Alberta Elementary Health Curriculum Guide.

5. THEME V, HUMAN SEXUALITY

Activities for some of the theme five content have been included in the manual. Teachers should be aware of local Board policies relating to the teaching of this optional theme and should be familiar with the curriculum guidelines which are found on pages xi, 98, 125, and 155 of the curriculum guide.

6. EVALUATION

Within the context of Board policy, evaluation in health education should be designed to be both formative (continuous) and summative (end of theme).

It should be based on the objectives which have been listed in the curriculum guide and measure the affective, psychomotor and cognitive objectives of the program. Evaluation serves three major purposes:

a. To assess the curricular program in the classrooms and in the school.

b. To assess student achievement.

c. To diagnose individual strengths and weaknesses.

Just as it is important to use a variety of teaching techniques, it is important to employ a wide variety of evaluation techniques in addition to paper and pencil tests.

7. INSTRUCTIONAL METHODS

There are no set methods for involving students in classroom activities. Whatever produces the most interest in a particular topic and can help you meet the instructional objectives is the best method

for that topic. The following, are some of the methods you might wish to consider at various times through the program.

- children's work displays
- problem solving activities
- actual experience
- role playing
- brainstorming
- observations
- student presentations
- dramatizations
- pantomime
- class discussions
- panel discussions
- interviewing
- group projects
- student-produced slides and tapes

8. RESOURCE MATERIALS

Other than the prescribed, recommended, and supplementary resources, there is a wide variety of resource materials to consider, many of which will supplement and enrich learning experiences. Some of these are:

- guest speakers
- newspapers
- community agencies
- slides
- videotapes
- films
- filmstrips
- flannel boards
- mirrors
- posters
- pictures
- overhead transparencies
- photographs
- field trips
- creative writing
- class papers
- demonstrations
- specimens
- puppets
- poems
- books
- magazines
- puzzles
- art.

9. COMMUNITY AGENCIES AND CONTACTS FOR RESOURCE MATERIALS

The opportunity to talk with people involved in health-related areas is important in helping students relate what they are learning in class to the world around them. Resource materials provided by many community agencies and health professionals can also reinforce health messages. Look for agencies and contacts such as the following:

- doctors
- nurses
- nutritionists
- dentists
- dental hygienists
- your local office of Alberta Recreation and Parks
- your local office of Alberta Agriculture
- Alberta Heart Foundation
- AADAC
- The Canadian Red Cross
- YWCA/YMCA
- local youth clubs
- The Canadian Cancer Society (and other preventative societies)
- fire department
- police departments
- St. John Ambulance
- Albert Lung Association

10. VISITORS

It is important that clear direction be provided for the visitor to ensure a positive learning experience. It is suggested that teachers follow these guidelines when inviting parents or representatives of community agencies to visit their classrooms:

a) notify the school administration of proposed visit;

b) contact the visitor(s) well in advance;

c) give the visitor(s) a brief description of information students have received to date about the topic, and your clear objectives for the involvement;

d) acquaint the visitor with the age level of students and their capabilities;

e) review the visitor's presentation prior to his/her visit to the classroom;

f) allow students time to react with questions or to form small groups to discuss the content of the presentation and to report back to the guest(s) with their interpretation;

g) be sure to thank the visitor; teachers may wish to have a student thank the visitor or they may choose to thank the visitor themselves ("Thank you" letters from the class are often treasured items).

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care

CONTENT ON THE CONTENT

GRADE 1

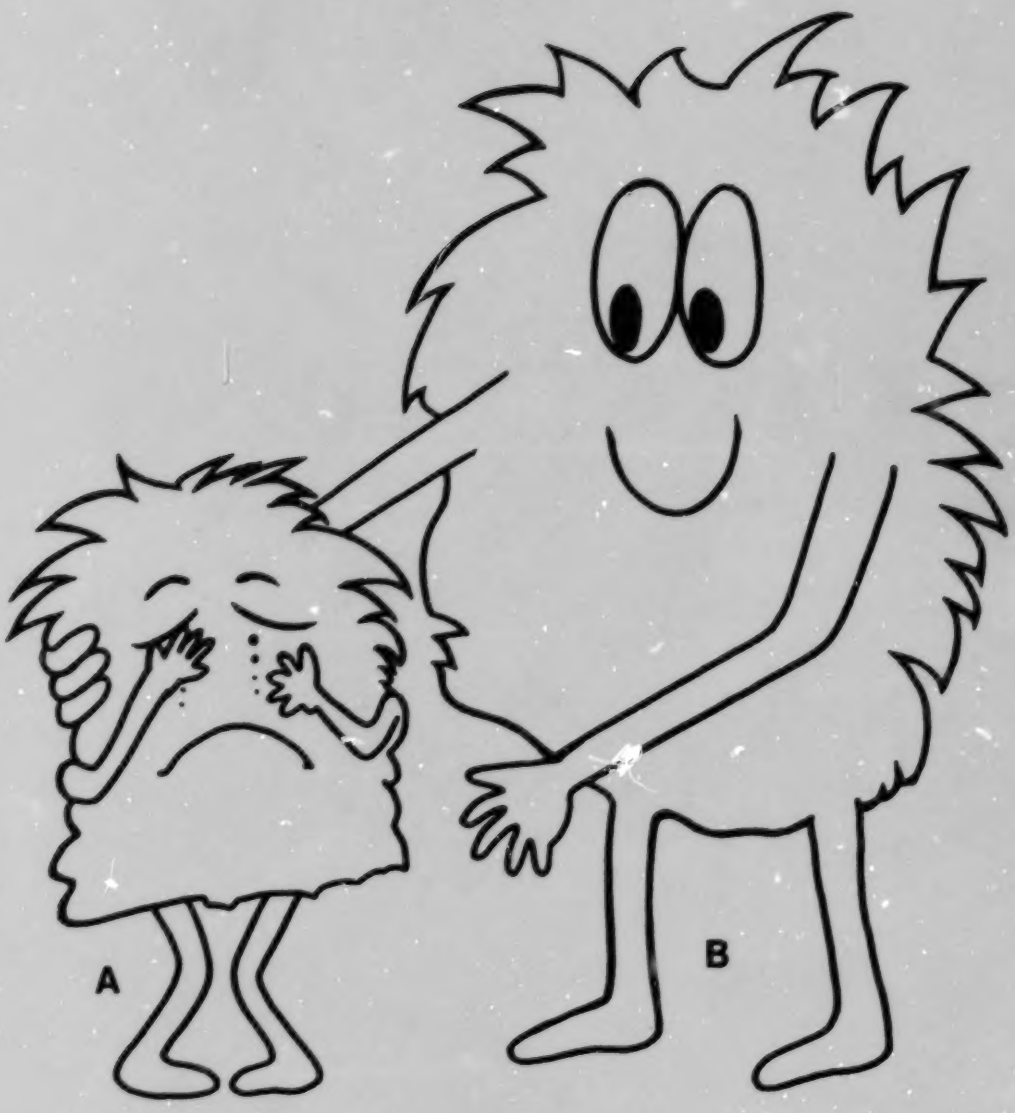
SUB-THEME(S) A. FINDING YOURSELF

Content	Suggested Activities
A-1.(a) UNIQUENESS i) How do we measure our abilities? - things done well; things you find easy; compliments given and received; things with which you need help ii) How are we important to family, school and friends? - things you do for others; others depending on you; things you share with others	ALL ABOUT ME FOLDER: Prepare a folder for each student. Have them use it throughout the year to gather information about themselves. (For example, pictures of activities they enjoyed, pictures describing some of their accomplishments.) PERSON ON MY RIGHT: Sitting in a circle, have each student tell one good quality about the person to their right (friendliness, appearance, etc.). DRAW A PICTURE: Have students draw pictures to complete this sentence "I am good at _____." PRIDE OR BRAGGING: Discuss the difference between having pride in something and bragging about something. I'M IMPORTANT: Discuss the following open-ended sentences: I'm important to my family because _____. I'm important to my school because _____. I'm important to my friends because _____.

GRADE 1

THEME: 1 SELF-AWARENESS AND ACCEPTANCE

FEELINGS



CAN YOU IDENTIFY THESE FEELINGS?

Courtesy of School District No. 41 (Burnaby) B.C.

FEELINGS

CAN YOU IDENTIFY THESE FEELINGS?

Courtesy of School District No. 41 (Burnaby) B.C.

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Courtesy of School District No. 41 (Burnaby) B.C.

FEELINGS

CAN YOU IDENTIFY THESE FEELINGS?

Courtesy of School District No. 41 (Burnaby) B.C.

SUB-THEME(S) B. FEELINGS

Content	Suggested Activities
B-1.(a) TYPES OF EMOTIONS i) What are some types of emotions? - loneliness; anger; happiness; sadness; fear; excitement; pride; joy ii) How do we deal with emotions in a positive manner? - think before reacting (count to 10 approach) - think of others (how will they feel?) - communicate with others about feelings	TRYING FOR A PART: Sitting in a circle, have students pretend they are being tested for movie parts requiring a show of emotions. Discuss how we show the various feelings. PERSONAL EXPERIENCES: Discuss personal situations which have caused emotional reactions. (A beautiful sunny day; I lost my money; I got lost in a store, etc.) CAN YOU IDENTIFY THE DIFFERENT FEELINGS?: Show the class a variety of pictures demonstrating different feelings. Ask the students to identify the feelings, and possible situations that caused these feelings. HAPPY TIMES AND SAD TIMES: Talk about times when you are happy and times when you are sad. What causes these feelings? BEING HAPPY: How do you let people know you are happy? Discuss how you express this feeling. BEING UPSET: Sitting in a circle, discuss how you could deal with being upset in a positive manner. Share experiences. NOTE: Use the activity sheets as a basis for discussion, pages 3 - 6.

GRADE 1

THEME: 1 SELF-AWARENESS AND ACCEPTANCE

SUB-THEME(S) B. FEELINGS; D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
(b) REALITY AND FANTASY i) <u>What is reality?</u> - the real world of home and school; real friends ii) <u>What is fantasy?</u> - daydreams; television; fiction; make-believe	REALITY OR FANTASY GAME: Have each student tell a story from television, or a story of their own life. Ask others to guess if it is reality or fantasy. FANTASY ISLAND: Have students plan a fantasy they would like to experience if invited to Fantasy Island. Share the experience.
D-1(a) FAMILY ACTIVITIES i) <u>What are some family work activities in which children participate?</u> - gardening; house cleaning; chores ii) <u>What are some leisure activities in which children participate?</u> - family games; family traditions; holidays	PARENTS IN CLASS: Invite several parents to visit the class. Divide students into small groups with one or two parents per group. Have parents share their family life settings (occupations, history, holidays, traditions, family activities, etc.).
(b) BENEFITS OF SHARING i) <u>What are some benefits of sharing with others?</u> - building relationships - expressing and receiving good feelings - learning about ourselves and others	SHARING PORTRAITS: Have students paste drawings on a poster of how others look when you share time and items with them. Have students explain posters to classmates. MAY I?: Have students role-play situations in which sharing might occur. THAT MAGIC WORD: Discuss how important "please" and "thank-you" are when working with others. SINGING GAME: In music class or with homeroom teacher, play a singing game. Discuss how you feel when you sing and play with others? Do we need others in order to have fun?

GRADE 1

THEME: 1 SELF-AWARENESS AND ACCEPTANCE

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
(c) RESPECT FOR THE PRIVACY OF OTHERS i) <u>When should we respect others' privacy?</u> -At home? - when sleeping; when reading -In the classroom? - when working on special projects; when listening	RESPECTING PRIVACY OF OTHERS: Discuss in what situations, at home and in the classroom, you should be silent to allow others their privacy. For example, when someone is reading or concentrating on a specific task.

GRADE 1

THEME: 1 SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) A. PEERS

Content	Suggested Activities
A-1.(a) SIMILARITIES AND DIFFERENCES IN PEOPLE i) What are some physical comparisons? - size; weight; eye and hair colour; fingerprints ii) What are some other comparisons? - languages; cultures; occupations; where they live; pets; hobbies; talents; abilities	CLASS PICTURE: Take a class picture. Have students examine it noting all the visible similarities and differences. TRACE AND COLOUR: Have students, working in pairs, trace their body outlines (draw in individual characteristics, colour) and hang about the room. Discuss similarities and differences. TEACHERS' NOTE: Teachers should use discretion in the pairing of students and should supervise the activity closely because of its personal nature. WORLD MAP: Have students investigate their heritage. Each reports (my ancestry goes back to Poland, Ireland, etc.). The teacher places a name tag on a world map identifying the student and the country.
(b) RESPECT FOR OTHERS i) What should we remember about rights and property of others? - permission to use; returning; thanking	THREE STEPS: Have students role-play situations involving respect for the property of others (sharing items, borrowing possessions). Make sure the three steps are followed (ask, return, thank).
(c) GOOD TRAITS i) What are some good traits to look for in others? - being honest; being sincere; being respectful; being friendly; being considerate; being groomed; being forgiving; keeping promises; sharing belongings	GOOD TRAITS IN FRIENDS: On several cards identify qualities that you look for in friends. Have students choose one of these cards, and then in pairs prepare short skits for the rest of the class on the qualities they chose.

GRADE 1

THEME: II RELATING TO OTHERS

SUB-THEME(S) B. SCHOOL

Content	Suggested Activities
B-1.(a) CONCERN FOR CLASSMATES 1) How can we show concern? - share items; be supportive; be cooperative; be a good listener	SCHOOL FAMILIES: Have students draw a picture of their school family (classmates, teachers). Display. Discuss tasks done together, fun times and work times. WHAT IF: Have students discuss the following situations: What if ..... - a class member was sick? - a class member was hospitalized? - a class member gave you a gift? - a class member had a birthday?

GRADE 1

THEME: II RELATING TO OTHERS

SUB-THEME(S) A. SELF UNDERSTANDING

Content	Suggested Activities
A-1.(a) INTERESTS OF SELF AND OTHERS i) How do we identify personal interests? - things we like to do - things we receive compliments for doing - things which make us happy - indoor versus outdoor activities	I LIKE TO: Have each student draw and colour a picture of themselves doing something they like. As the students work, move from student to student asking each to tell about his/her picture and then print exactly what he/she says on the top of the picture. When the pictures are complete, stand them up on shelves or ledges. Have each student tell about his/her own picture. Ask if it is the same as, or like any others. Group similar interests together as the students present. Make a wall display, with interests grouped. THINGS I LIKE TO DO: Have students design, colour and complete a "Things I Like To Do" activity sheet or poster TAPED TALENTS: Using a tape recorder have each student give his/her name and an activity he/she does well which might receive compliments from others (keeping room clean, caring for little brother, helping in the garden). Play the tape for the class. Discuss the variety of activities.
(b) DIFFERENT PEOPLE HAVE DIFFERENT ABILITIES i) How do different people contribute to society? - homemaking; studying and learning; teaching; serving others; making things; fixing things; entertaining; singing; playing musical instruments	"JOHNNY CAN" SONG: Teach the class the tune to "Lazy Mary Won't You Get Up". Then sing about the abilities of members of the class, one at a time throughout the week, until everyone has had a turn. Let each child tell what he/she thinks his/her best ability is - something he/she does well, or has just learned to do, and base the words on that.

GRADE 1

THEME: III LIFE CAREERS

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SUB-THEME(S) A. SELF UNDERSTANDING; B. LIFE CAREERS

Content	Suggested Activities
	Joanie can kick the soccer ball, Soccer ball, Soccer ball, Joanie can kick the soccer ball, She does it very well. Johnny prints his name so nicely, Name so nicely, Name so nicely, Johnny prints his name so nicely, He does it very well. SCHOOL TOUR: Take students on a tour of the school, looking for as many workers as possible: office, health room, library, administration centre, special education locations, janitor's area, playground, classrooms, school grounds. Discuss what students saw and how people differ in their abilities in order to be able to do different jobs and activities.
B-1.(a) TYPES OF OCCUPATIONS i) <u>What are some occupations needed to maintain a home?</u> - parents: daily tasks; weekly tasks; occasional tasks	FAMILY ACTIVITIES: List all the activities associated with maintaining a family. (Providing money, buying groceries, preparing meals, feeding baby, taking out garbage, making beds, setting table, washing car, ironing clothes etc.). Then discuss whether each task is one that needs to be done daily, weekly or occasionally (e.g. painting the house). ROLE PLAYING: Use a role-playing format where the teacher gives verbal instructions, and every child role-plays simultaneously. Refer to the list of family activities, and include daily tasks, several times weekly, and occasional tasks. For example, "Now the parents are making supper. Everyone peel carrots. Now put them in the pot and put the lid on. Next it is time to feed the baby. Everyone put the baby in the highchair...."

GRADE 1

THEME: III LIFE CAREERS

SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
ii) What are some occupations needed to maintain schools? - teacher: helps learners - librarian: locates information - janitor: keeps school clean - principal: organizes the school, helps teachers, helps learners, helps parents - bus driver: drives students to and from school - teacher aide: helps teachers	SCHOOL WORKERS AND THEIR TOOLS: Invite school workers to visit the classroom and bring some of the tools they use. Ask each to explain briefly the purpose for which their tools are used (e.g. the principal might show supply catalogues, a telephone, lists of students in each class). During the next class, ask each student to draw and colour a picture of one of the school workers doing one of their tasks. Encourage children to choose different activities to draw. Group finished pictures according to the job of the worker (e.g. all janitors, teachers) and display.
iii) What are some occupations needed to maintain the community? - police force: safety - fire department: safety - store clerks: sell goods - garages: repair services - lifeguards: water safety - service personnel: utilities - doctors, dentists, nurses: health and first aid - recreation leaders: sport and leisure activities	LAST WEEK: Have students brainstorm all the community facilities they used or saw last week. NEIGHBOURHOOD MODEL: Then construct a model of the community incorporating all of the community facilities they used. (Students can make cardboard building, bring in toy cars, trucks, tractors, plastic animals etc.) COMMUNITY MURAL OF OCCUPATIONS: Have students help make a mural showing the occupations in their community. The teacher may wish to provide the background and have students make the workers. Alternatively, the teacher may wish to use cut-out pictures of workers, and have students draw buildings and workplaces which may be pasted on a background.

GRADE 1

THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	COMMUNITY WORKERS: Invite community workers to visit the classroom, wearing their work clothes, and bringing some tools they use. Some possibilities are: school nurse with her eye chart, R.C.M.P. member with a dog, a firefighter in his/her firefighting gear.
C-2.(a) PREPARATION FOR NEXT GRADE 1) <u>What are some concerns?</u> - having a different teacher - being in a different classroom - being able to do harder work	I WONDER IF....": Ask students to express questions and concerns about what will happen in grade two. List them on a chart titled "I Wonder If....." TEACHER VISIT: Invite the grade two teacher(s) to visit the class. Discuss student questions from the "I Wonder If" chart. Encourage children to direct their concerns to the grade two teacher for response. VISITORS IN GRADE TWO: Arrange a classroom visit to a grade two class. Pair each student with a grade two host, preferably a friend they already know. Ask each host to show their guest around the classroom (displays, games, where class items are stored, his/her desk and books). Conclude the visit with a shared activity led by the grade two teacher - perhaps a story or a game in the gym. MY MAGIC MIRROR: Ask each student to look into the future through a magic mirror and imagine being in grade two. Have each draw himself or herself doing an activity in grade two, based on the previous classroom visit.

SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
A-1.(a) THE "5" SENSES i) What are the "5" senses and their locations? a) sense of taste (mouth) b) sense of touch (skin) c) sense of smell (nose) d) sense of hearing (ears) e) sense of sight (eyes)	EXPLORING ONE'S SENSES: Help students better appreciate their senses by dulling them (use muffs on the ears, blindfold on the eyes, etc.). CLASS VISITOR: Have the health nurse explain how tests for impairments of the senses (eyes, ears) are carried out. TASTING: Divide children into small groups. Blindfold one person in each group. See if the blindfolded student can identify various foods. Keep score. DETECTION GAMES: To enhance sight, change things around in the room (e.g. pictures upside down). Have students sit quietly and take notice of the room. EARS ONLY: Take a listening walk down the hallway, into the playground, etc. As a class discuss all the sounds heard. GUESS WHO IS SPEAKING: Heads down. Have a student stand up and say "We are studying body senses" -- then sit down. Others guess who spoke. FEELING BOX: Put an assortment of objects into a bag. Have students identify them by feel.
3(a) SKIN i) What are the purposes of the skin? (See Curriculum Guide p.11)	MAGNIFYING GLASS: Have students observe their skin under a magnifying glass. Discuss what they see. FINGERPRINTS: All formations of skin differ. Have students make their fingerprints on a chart. Have them compare and find the one closest to their own.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
(b) TEETH, GUMS, SALIVA, TONGUE AND LIPS i) What are their functions? - teeth (chewing, appearance, speech) - gums and bone (support teeth) - saliva - lubricates the mouth and food - tongue - taste, speech - lips - speech, smiling, whistling ii) Why is it important to maintain good oral health? - teeth and mouth begin the first step of food digestion - prevention of cavities - having a nice smile	HEALTHY TEETH MAKE HAPPY SMILES: Show pictures of people smiling. Have some pictures of people with one or two front teeth missing. Discuss the importance of teeth in a person's physical appearance. TEACHERS' NOTE: When dealing with speaking and smiling it is important that children are not allowed to make fun of others who have speech defects or whose appearance is marred by dental defects. This is a very sensitive subject for young children. WITHOUT TEETH: Ask students how we would eat without teeth. Try to chew something without biting. Try to say "three" without using teeth. Try to whistle when teeth are missing. Demonstrate to the students how one pronounces words such as throw, thirsty, thanks, sister, etc. Note the position of the tongue in relation to the teeth and lips in pronouning m's, h's, t's, p's. Have the students with missing teeth volunteer to say words having "th" and "s" sounds. Discuss the importance of teeth in speaking. SHARE AN EXPERIENCE: Have students who have lost a tooth, tell about the experience. LOST TOOTH CLUB: Cut out a tooth pattern for each child at the beginning of the year. As a child loses a tooth he/she may put a star on the tooth to show the loss.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S): A. BODY DEVELOPMENT

Content	Suggested Activities
(c) TWO SETS OF TEETH i) Primary - number: 20 - names : incisors; cuspids; molars ii) Permanent - number: 32 - first permanent molar erupts behind primary teeth, it does not replace a primary tooth - incisors are the first primary teeth to be replaced by permanent teeth	SHARE: Ensure that the children do not feel self-conscious about their own toothless smiles. Explain too that losing teeth is a normal part of growing up. Emphasize how good they'll look with their new teeth. Ask students to share how it feels to lose a tooth. LOOKING GLASS: Invite dental professionals - local health authority dental staff: dentists/dental hygienists and dental assistants to help students identify the names of and determine the functions of teeth, gums, saliva, tongue and lips. TEETH CHANGE AS WE GROW: Show pictures of babies with their first teeth, four or five-year olds with all their primary teeth, and adults with all their permanent teeth. HOW MANY TEETH DO I HAVE?: Use models and pictures to identify incisors, cuspids and molars. Have children count teeth on models. LET'S SHOW HOW TEETH CHANGE: Have children stand in semi-circle representing the lower dental arch. Two children enter, one on each side to show the eruption of the first permanent molars behind the primary teeth. The two children representing incisors can be pushed aside by children representing permanent teeth.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
	EXAMINING THE CHANGE IN MY TEETH: As a class project, have the children see how many front teeth have been lost. See how many children have had their primary incisors replaced by permanent (secondary) incisors. The children could make a graph with the number of teeth lost along the bottom, and the number of children missing front teeth on the left side of the graph. Note: It might be necessary to ask parents about tooth loss.
(d) DAILY MOUTH CARE i) <u>Why do we clean teeth?</u> - removal and prevention of plaque ii) <u>How are teeth cleaned?</u> - brushing; using fluoride toothpaste; dental flossing; dental professionals	HOW TO BRUSH: Invite dental professionals to demonstrate tooth brushing and discuss care of toothbrushes. (Dental professionals can instruct, demonstrate and supervise correct oral hygiene procedures utilizing appropriate aids, i.e. toothbrushes, mirrors and disclosing tablets.) Contact: Local Health Authority, or Local Dental Society. BRUSHING CHART: Have students prepare a chart to take home so they are able to record brushing times. Children should brush their teeth thoroughly at least once per day with parental (or teacher) supervision and if possible after every meal. BEING WITHOUT A TOOTHBRUSH: When you forget your brush, rinsing is recommended. FLOSSING: Children at this age level would find it difficult to floss properly because they are still perfecting their fine motor skills and do not have the necessary dexterity. Therefore, flossing at this age is a parental responsibility.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

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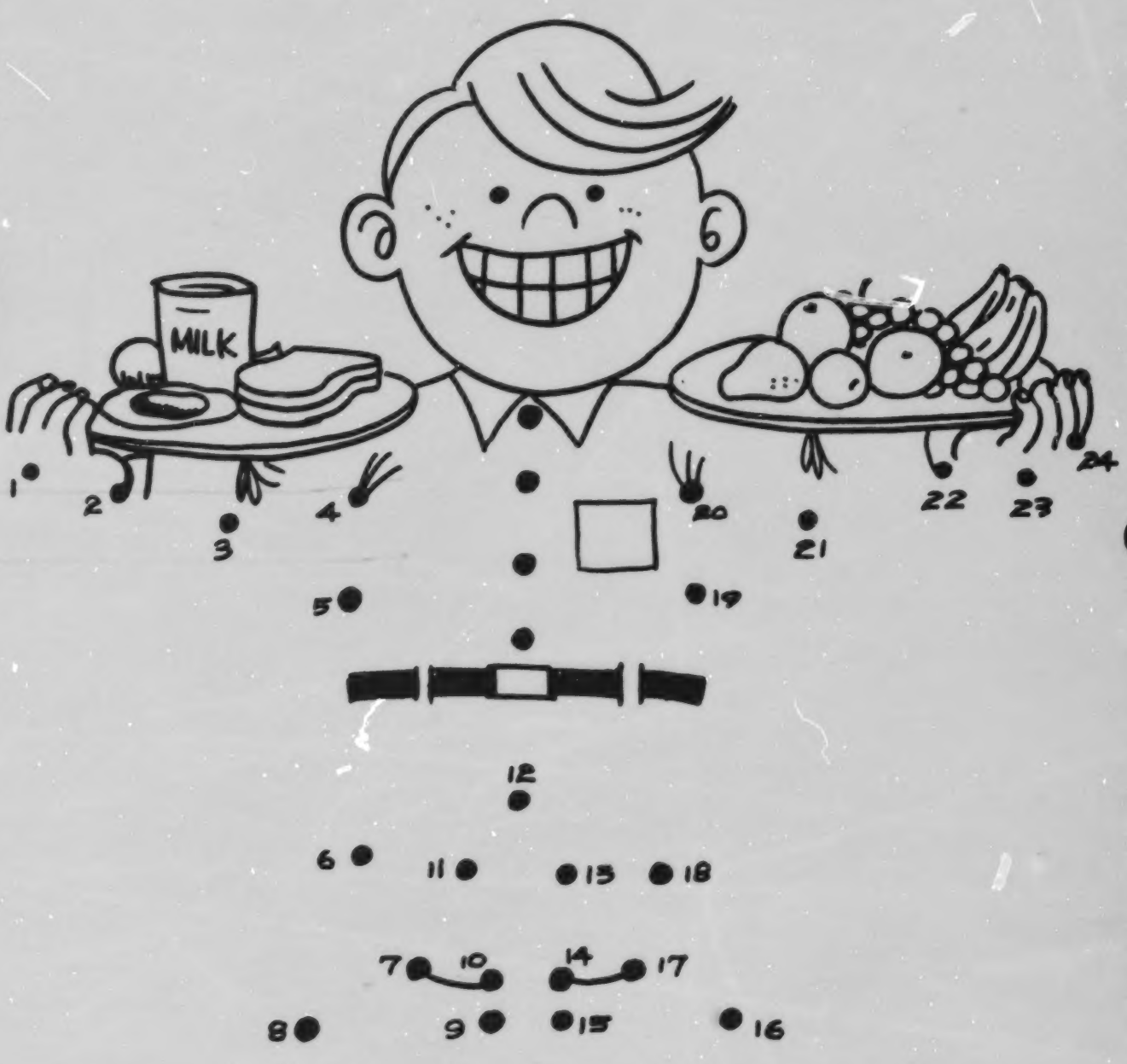
HAPPINESS IS...



A BALANCED DIET

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SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Content	Suggested Activities
	BRUSHING TEETH CAN BE FUN: Have the children keep toothbrushes in class. Supervise the students while they brush their teeth daily after lunch to practise proper technique. Note: Ask the local health unit about sources of toothbrushes and other supplies, proper care of toothbrushes and paste. Class toothbrush holders can be made from egg cartons turned upside down, or broom handles and flat circular pieces of wood. Ask the parents, janitor or other school staff for help.
(e) i) Non-decay-producing (non-cariogenic) - fresh fruits; raw vegetables; nuts and seeds; plain yoghurt; cheese; peanut butter; bread/crackers; plain milk; unsweetened fruit and vegetable juices ii) Decay-producing (cariogenic) - cake/cookies; pie; jelly/honey/jam; ice cream; chocolate bars; regular soft drinks; regular chewing gum	DECIDING ON WHAT FOODS ARE HEALTHY: Cut into a chocolate, caramel or marshmallow with a knife and then cut into an apple, carrot or celery. Compare the stickiness of each food. THE "HAPPY" TOOTH: Make up "happy" and "sad" tooth charts using pictures of foods which are good for children's teeth and those which are not. FOOD COLLAGE FOR HEALTHY TEETH: Prepare a collage of foods and drinks which are good for teeth.
B-1.(a) IDENTIFICATION OF NUTRITIOUS FOODS i) What is nutritious food? - supplies essential nutrients to the body that allow us to grow, maintain health, and ay give us energy to work and pl	MYSTERY BOX: Prepare a container that allows students to place their hands in without seeing the content. Ask students to feel the content (food) and try to identify it. Then ask the student to state whether or not the food identified is nutritious and why?

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
(b) CLASSIFICATION OF FOODS i) How can foods be classified or grouped? - nutritious foods are usually categorized into four groups (based on nutrient content). This is the basis of Canada's Food Guide. - Breads and Cereals - Fruits and Vegetables - Milk and Milk Products - Meat and Alternates ii) Food may contain items from more than one food group and is often referred to as a "combination food", e.g. sandwich, stew and pizza.	HAPPINESS IS...A BALANCED DIET: Have students complete attached activity sheet and discuss what are the nutritious foods included in a balanced diet. PLANTING SEEDS: Plant seeds under different environmental conditions such as water or without sunlight. Compare. Observe growth of plants using soil with varying amounts of nutrients (e.g. too much, too little, just right). Compare this to your own eating habits. USING ENERGY: Have everyone stand and do their favourite exercises (jogging, hopping, push-ups). Discuss how body fuels give us the energy we need. FOOD GROUP COLLAGE: Divide class into six groups and have each group make a collage of one of the food groups, or the "extra" foods, or the combination foods. Draw pictures or cut out pictures from magazines. Glue onto posters and display. IDENTIFY AND GROUP: Hold up large pictures of different foods, have the students identify them and then place into the four food groups. MOBILES: Make mobiles to take home depicting the four food groups and the "extras". PUZZLED?: Prepare a puzzle of Canada's Food Guide (mount on bristol board and cut up into many different shaped pieces). Ask students to piece the puzzle together.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) B. NUTRITION; C. GROWING UP HEALTHY

Content	Suggested Activities
iii) Any foods that cannot be classified (by virtue of their nutrient content) into any one of the four food groups, as outlined in Canada's Food Guide are called "extras" e.g. cake.	FOUR CORNERS FOOD GAME: Name each corner of the room with a food group. Child in centre of room says, "Go". Other children tiptoe to any corner. Centre child calls out one of the food groups. One child in that corner is out. Continue until one child is left. She/he is the new centre person.
(c) APPRECIATION OF NUTRITIOUS FOODS i) How can we encounter and enjoy a wide variety of food items? - the personal experience of actually tasting food samples, together with classmates, has proven to be an excellent method of learning about nutrition	TASTING PARTIES: Arrange to have students taste a variety of foods. Either four tasting sessions (one for each food group) could be planned allowing several examples of one food group, or one tasting party with a sample of each of the four food groups could be provided. Only tiny quantities are necessary and can be brought to class by the students or, more simply, funded by students and brought by teacher, teacher aide, or parent. TEACHERS' NOTE: Parents should be notified and student allergies considered before any tasting parties.
C-1.(a) NEED FOR EXERCISE i) Why do we need physical activity? - keeps bodies fit and flexible - keeps us mentally alert - keeps body fat in check - improves cardio-respiratory fitness - improves muscle strength	LET'S MOVE: Have students move freely to music. Strive for a variety of movements. Change the tempo for added variety. Have the students discuss how they feel after the activity. FAVOURITE FITNESS ACTIVITIES: Have students name a fitness activity they enjoy at home and in the community. Make a class list.
ii) What do we do each day to exercise? (See Curriculum Guide, Page 14)	FILLING IN THE BLANK: "Playing outside is _____." Have students verbally fill in the blank. Share responses.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) C. GROWING UP HEALTHY

Content	Suggested Activities
3(a) GOOD POSTURE i) Why is posture important? - appearance - helps keep body organs in correct position so that they function properly	WHO'S BEEN SITTING IN MY CHAIR?: Place an assortment of chairs and desks at the front of class. Have students sit in each chair until they find the chair that suits them best. Have the class discuss the results. MODEL POSTURE: Have students stand and practise good posture. Head up, stomach in. PIPE CLEANERS: Using pipe cleaners, have students demonstrate good sitting, standing and walking postures.
ii) How is good posture maintained?	INVITE A PHYSIOTHERAPIST: Invite a physiotherapist to class to discuss good posture and techniques for maintaining it.
4(a) CLEANLINESS AND PERSONAL WELL-BEING i) How does cleanliness help us to feel better? - pleasant smell after a bath or shower; healthy teeth; attractive hair; clean clothing; makes us feel more alert; helps us relax	FILL IN THE BLANK: Have students verbally fill in the blank of the following open sentence and then discuss student responses. "To me being clean means _____." PARENT TALK: Invite a parent to talk to the class about rules in his/her home regarding cleanliness (bathing, care of teeth, hair, clothing, etc.) MY HEALTH CHART: Have students prepare individual daily charts which they will use personally at school or at home. Have them check off appearance and health items in columns for teeth, nails, hair, clothes, shoes, etc.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) D. DISEASES AND DRUGS

Content:	Suggested Activities
D-1.(a) HEALTH HABITS i) How can we prevent the spread of germs?	INK ON HAND: Put a small, dark ink mark on your hand. Shake hands with students. Examine hands. Note how many have ink on their hands. Discuss spread of disease by passing it from person to person. SHARING FOODS: Demonstrate how foods can be shared by dividing rather than biting. WHEN TO STAY HOME: Discuss when it is appropriate and best to remain home when not feeling well. PERSONAL HEALTH PRACTICES: Discuss good health practices and why they are important (7-8 hours sleep, balanced diet, regular exercise, etc.).
2(a) MEDICINE CHEST i) What is the significance of the medicine chest? - contains medication for improving health - to be taken under parental supervision ii) What are some contents of the medicine chest? - doctor's prescriptions; cough syrups; aspirin; first-aid items	PERSONAL MEDICINE CABINETS: Have students draw a picture of a medicine cabinet showing possible items it might contain. MY MEDICINE CHEST: Teacher shares the contents of his/her medicine chest. SUPERVISION: Discuss why it is important to take medicine only under supervision. PRESCRIPTION MEDICINE: Have the class visit a drugstore, look at the kinds of drugs available and talk with the pharmacist about procedures followed when filling a prescription.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

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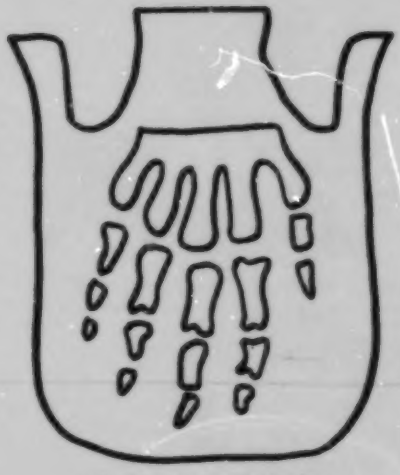
Hazardous Products Symbols

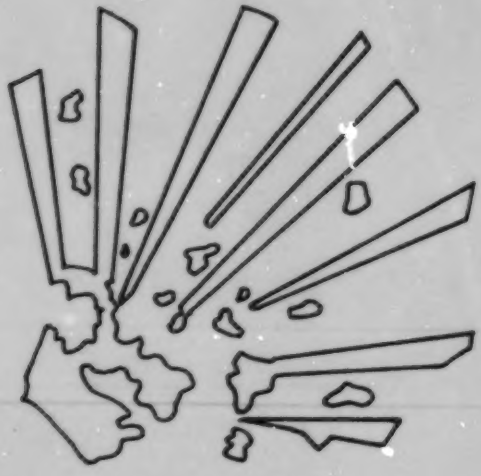
The first four symbols show the TYPE of hazard a product contains.
The last three frames show the DEGREE of that hazard.

POISON

FLAMMABLE



CORROSIVE



EXPLOSIVE

DANGER

WARNING

CAUTION

Courtesy of School District No. 41 (Burnaby) B.C.

SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Content	Suggested Activities
(b) HAZARDOUS SYMBOLS i) What are some hazardous products? - paints; cleaning fluids; glue tubes; furniture oils ii) What are the symbols for: - poison? fire? explosion? corrosive? TEACHERS' NOTE: Mr. Yuk has been officially adopted in the United States and your students will probably be familiar with him through television. Before too long it is expected that a similar figure will be developed in Canada.	LABELS: Bring an assortment of hazardous labels to class. Discuss each - put on display. EMERGENCY: Have a professional from a local hospital come to the class to talk about children taking poison by accident and the procedures to be followed to remedy and prevent such a situation. CROSS AND SKULL: Have students draw the hazardous symbols. WHAT'S AROUND?: Have children and parents make lists of things in their home that bear the standard hazardous substance symbols. DRAW SYMBOLS: Have the students draw the four warning symbols.
E-1.(a) SAFETY PRACTICES IN THE HOME AND COMMUNITY i) What are some pedestrian rules? - walk facing traffic; use sidewalks; look both ways before crossing streets; obey traffic lights and signs; cross streets at marked and unmarked intersections	TAKE A WALK: Walk with the class through various street situations (busy areas, construction, roadways) showing good pedestrian rules. MAKING POSTERS: Draw pictures depicting good pedestrian safety. Display. EMERGENCY PHONE NUMBERS: Review emergency phone numbers with the class. TRAFFIC GAMES: Make a traffic signal from a milk carton, with appropriate colours. Mount on stick. Discuss what the different colours mean. WHAT DO THE SIGNS MEAN?: Using the activity sheet "Remember These Signs" discuss the meaning of the signs and the safety rules to follow, page 28.

BEST COPY AVAILABLE

Remember These Signs

STOP SIGN

Watch
for Children

Crosswalk

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	SAFETY DISCUSSION: Have students discuss a safe route to and from school. HANDS-OUT TECHNIQUE: Role play with students scenes of crossing intersections by walking with one hand extended straight out as they proceed through the intersection. Remind the students that they must still look both ways for traffic when using the hands-out technique. TEACHERS' NOTE: It is suggested that this activity be done near the beginning of the school year. Teachers may wish to take their class out to a nearby street and practise this as a group.
(b) PUBLIC TRANSPORTATION i) What are some bus, subway, air or train safety rules? - line up on sidewalk, not the street - have ticket or pass ready - wait for people to dismount before boarding - no pushing - not a time for rough play ii) What are some car safety rules? - use seat belts - show courtesy to driver - use only appropriate car activities - have small children sit in car seats	ROLE-PLAY: Create situations involving mounting and dismounting a bus/train/subway (carrying things, in line-ups, etc.). How can one do it safely? BUS BEHAVIOUR: Discuss appropriate safety behaviour on buses. TO TELL THE TRUTH: Have a bus driver visit the class to talk of various experiences and the appropriate way to behave when riding a bus. CAR BEHAVIOUR: Put four chairs together and demonstrate the do's and do not's of riding in a car. LET'S BUCKLE UP: Use a parked car to learn how to use a seat belt.

GRADE 1

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THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	THE EMERGENCY DOOR: Discuss the use of emergency exits on public transportation. WHAT ARE SOME FUN GAMES I CAN PLAY IN THE CAR?: Have the class make a list of fun activities they do while in a car that do not disturb the driver (such as playing cards, singing etc.).
(c) PUBLIC PLAY AREAS i) <u>What are some safety rules for playgrounds and parks?</u> - avoid strangers and animals - use appropriate equipment safely - retrieve balls carefully from traffic areas	SAFE PLACES: Discuss safe locations for roller-skating, coasting, playing ball, etc. ANIMALS: Make a collage of animals encountered in parks and playgrounds. Discuss procedures for safety. PLAYGROUND SAFETY: Divide the class into two teams. Team "1" lists all the fun and approved activities for playgrounds. Team "2" lists all the unsafe activities. Discuss why these activities are unsafe. BALL ON ROAD: Discuss what procedures to follow when there is a ball on the road. STRANGERS: Have a policeman visit the class to talk about possible dangers, and procedures to follow when children encounter strangers.
ii) <u>What are some rules for swimming safety?</u> - swim only when lifeguard is on duty; swim with a friend; behave appropriately	A FIELD TRIP: Visit a playground and/or swimming pool. Have students observe correct procedure for equipment use and rules to observe.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(d) HOME AND SCHOOL SAFETY i) What are some safety concerns at home and at school? - matches; fire regulations and safety; electrical outlets; fireplace and stove safety; bathroom safety; responsibility for younger siblings; unsafe toys	FIRE DRILLS: Have students plan with their parents possible fire procedures for their homes. CAUSES OF FIRES: Draw a poster of the causes of fire and list preventions. FIRE!: Role-play scenes of appropriate behaviour when you notice a fire or catch on fire. WHAT DO YOU DO IN CASE OF AN EMERGENCY?: First state a possible emergency situation, then discuss with the class the appropriate procedure to follow.
ii) What are some individual concerns? - winter - dress for cold - Hallowe'en - dress, strangers, treats - eclipses - eye safety - using proper safety equipment - helmets when skating, life-jackets when boating	PRETENDING: Bring in an assortment of clothes. Name different weather conditions and ask the students to dress appropriately. Ask the students why they chose the particular clothing they have on.
(e) BICYCLE SAFETY i) What are some rules for bicycle safety? - use hand signals - be aware of traffic rules - know where to ride TEACHERS' NOTE: (See Curriculum Guide, page 18)	BIKE RODEO: Run a bike rodeo with a set course and prizes for safety, etc. BICYCLE SAFETY: Invite a policeman to the class to talk to the students about bicycle safety. PLAYING IT SAFE: Make up a story (perhaps using puppets) citing several unsafe bicycle practices that a friend of the class was doing. After every unsafe practice mentioned in the story have the class respond as to what they would do if they were with this friend.

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
F-1.(a) COMMUNITY SAFETY PERSONNEL 1) Who are some of the community personnel concerned with safety? - school safety patrols; block parents; police officers; fire department; school nurse; BLOCKPARENTS - awareness of which houses display BLOCKPARENT sign, - awareness of what kind of situation requires BLOCKPARENT help	SAFETY PATROLS: Have students role play possible school patrol encounters. MAPPING OUT A SAFE ROUTE: Draw a map of the community. Have students mark in the safest route for them to take coming to and going from school. They should note the homes of their friends and blockparent signs. A SAFE COMMUNITY: Discuss how the various agencies all work together for a safe community. A PUPPET SHOW: Make puppets which represent community safety personnel and stage a puppet show.

GRADE 1

THEME: IV BODY KNOWLEDGE AND CARE

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care

CONTENT OUTLINE

GRADE 2

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SUB-THEME(S) A. FINDING YOURSELF

Content	Suggested Activities
A-1.(a) IMPORTANCE IN HOME AND SCHOOL i) <u>Who needs us around home?</u> - parents; brothers and sisters; grandparents; relatives; neighbours; animals ii) <u>Who needs us around school?</u> - friends; teachers; school atmosphere (for school spirit)	TAKE A PICTURE: Ask students to work in pairs. One pretends to do a special task at home or at school (helps with dishes, runs an errand to the office). The other draws a picture of what is seen. Share the pictures and discuss the situations. MAKE SOMEONE HAPPY TODAY: Make a list of things we can do to make someone we know a little happier. Share experiences during the next class. I AM IMPORTANT TO MY CLASS BECAUSE: Have students complete the sentence, share responses. FAMILY GAMES: Have students bring in a number of games. In small groups encourage students to learn the games by rotating often. They might want to teach their families some of the games. MAKE A RADIO BROADCAST: Have a number of students tape record a description of themselves in a "Who Am I?" radio broadcast. They should include a description of some of their duties at home and at school. The other students have ten seconds to guess before the student says his/her name. ROLE-PLAY: Have students tell what they would do if they were: a. principal of their school for a day b. teacher of their class for a day c. a grade six student for a day

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How Do You Feel?

When I get a hug, I feel _____.	When someone pushes me, I feel _____.
When I finish all my work, I feel _____.	When I get to play with my friend, I feel _____.
When I go to the Doctor, I feel _____.	When someone smiles at me, I feel _____.
When I can't go out to play, I feel _____.	When it is raining, I feel _____.

Courtesy of School District No. 41 (Burnaby) B.C.

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SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Content	Suggested Activities
	Have the students discuss the importance of the above persons in their lives. Also, how they themselves are important to the persons mentioned above.
B-1.(a) WAYS TO EXPRESS ONESELF i) How do we express emotions? - facial expressions; verbally; body movement; voice tone	COMPLETION OF SENTENCES INVOLVING FEELINGS: Have students complete sentences: Happiness is _____ Sadness is _____ My favourite _____ I'm angry when _____ Sit in a circle and discuss. PICTURES ARE WORTH "100" WORDS: Cut out a variety of pictures of animals and people showing expressions of emotion. Arrange the class in small groups. Have them identify the emotions and a probable situation the character was experiencing. Share the results. LET'S TRY OUT: Have students work in small groups showing various emotions. The teacher calls out an emotion (happiness), and also names what body part can be used to express the emotion (voice). SHOWING FEELINGS THROUGH POEMS: Have students express the feelings outlined in the poems (page 37) "Sometimes I'm Feeling" and "What Do People Do". HOW DO YOU FEEL? Have the students verbally or in writing complete the statements on the How Do You Feel? (page 35) activity sheet. Discuss the responses.

GRADE 2

THEME: I SELF-AWARENESS AND ACCEPTANCE

Sometimes I'm Feeling

Sometimes I'm feeling happy and I'm wearing a smile,
Let me show you how I look when I'm feeling happy...

Sometimes I'm feeling sad and I'm wearing a frown,
Let me show you how I look when I'm feeling sad...

Well, feelings don't always stay the same - they can change,
Sometimes I'm happy - Sometimes I'm sad
It's O.K. - It's not bad.

Sometimes I'm feeling angry, and I stamp my feet,
Let me show you how I look when I'm feeling angry...

Sometimes I'm feeling sleepy and I have to yawn,
Let me show you how I look when I'm feeling sleepy...

Well, feelings don't always stay the same - they can change,
Sometimes I'm happy - Sometimes I'm sad
It's O.K. - It's not bad.

Sometimes I'm feeling funny and I have to laugh,
Let me show you how I look when I'm feeling funny.

GETTING TO KNOW MYSELF
HAP PALMER

What Do People Do

What do people do
When they're feeling angry?
How do they show the world?
Some people stamp...
And some people yell...
And that's what people do
When they're feeling angry.
That's how they show the world.

What do people do
When they're feeling sad?
How do they show the world?
Some people frown...
And some people cry...
And that's what people do
When they're feeling sad.
That's how they show the world.

What do people do
When they feel afraid?
How do they show the world?
Some people freeze...
and some people shake...
And that's what people do
When they feel afraid.
That's how they show the world.

What do people do
When they're feeling happy?
How do they show the world?
Some people laugh...
And some people dance...
And that's what people do.
When they're feeling happy.
That's how they show the world.

GETTING TO KNOW MYSELF
HAP PALMER

BEST COPY AVAILABLE

Courtesy, Educational Activities Inc., Baldwin, New York.

How I Make Others Feel

1. If I am angry my friend feels _____

_____

2. If I am grumpy my teacher feels _____

_____.

3. If I am cheerful my family feels _____

_____.

4. If I hit my brother he feels _____

_____.

5. If I am laughing and smiling my grandma feels _____

_____.

Courtesy of School District No. 41 (Burnaby) B.C.

SUB-THEME(S) B. FEELINGS; D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
(b) OTHERS AFFECT US i) Who affects us? - teachers; parents; friends; brothers/sisters; grandparents; other relatives; strangers ii) How do we affect others? - things we say; things we do; the things we do not do	A PICTURE BOOK: Have the children keep a "book-about-me" throughout the year. On the pages write topics such as -- "My Likes", "Dislikes", "Makes Me Happy", "Makes Me Sad". Cut out pictures to match the topics. DRAMATIZING FEELINGS: The teacher or a student walks into the class displaying an emotion through facial expression, walk, voice, body language, etc. The others identify the emotion, a probable cause for this emotion, and describe how this person made them feel. HOW I MAKE OTHERS FEEL: Read aloud the "How I Make Others Feel" activity sheet (page 38) to the students and have them complete it. Discuss the responses.
D-1.(a) HONESTY AND TRUST Who depends on us? i) At home? - younger children; parents; grandparents; pets ii) At school? - friends; teachers iii) In the community? - friends; group leaders	IMPORTANCE OF TRUST: Put small written assignments into a paper bag such as: bring a toy from home tomorrow; phone Gary tonight - 028-4141; ask your mother what she enjoyed most about her day, etc. Have each student pick an assignment and carry out the task described. The next day discuss the importance of dependability. INVITE REPRESENTATIVE FROM THE RECREATION AND PARKS DEPARTMENT: To come and talk to the services that the community offers children. Discuss how these activities help us. Interview the principal or another teacher in the school and find out how the school services the community. Make posters to advertise the services offered by the school.

GRADE 2

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
(b) CONSIDERATION FOR OTHERS i) How do we show consideration for others? - being a good listener - trying to understand others' feelings - being dependable	I HAVE FEELINGS TOO: List situations where we might hurt others' feelings. Discuss how we might deal with these situations. WE ALL HAVE RESPONSIBILITIES: Invite several parents to visit the class and to list the responsibilities of students. At the same time have students list the responsibilities of parents. Compare and discuss. If parents are unavailable, a group of students might play their role.

GRADE 2

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THEME: I SELF-AWARENESS AND ACCEPTANCE

SUB-THEME(S) A. PEERS

Content	Suggested Activities
A-1.(a) PERSONAL BEHAVIOURS 1) <u>How do we hurt others?</u> - tattling; fighting; hitting; gossip; lies; talking behind backs; not including in groups	DEALING WITH HURT FEELINGS: Discuss how you feel when someone talks behind your back or when you are not included in a group. Role-play possible scenes of what a student can do in these situations. REMEMBERING SITUATIONS: Sitting in a circle talk about situations where others have hurt our feelings. Discuss possible solutions. TALK BOX: Have students drop written problems into the box during the week. At the end of the week read out the problem and have students working in small groups suggest solutions using the following model: a. - name the problem b. - give more than one solution c. - tell the good and bad things that might happen for each solution d. - think about what you feel or like about each solution e. - choose a solution and try it f. - tell if the solution worked and why.
2(a) FOR HAPPINESS 1) <u>Why do we need friends?</u> - play with; talk to; companion; comfort; support	MY FRIEND IS _____: Have students complete the sentence "My friend is someone who _____." Share responses. A FRIEND IS WONDERFUL: Brainstorm with the class qualities of a good friend. Have students check off for themselves how many of the qualities they personally have.

GRADE 2

THEME: II RELATING TO OTHERS

BEST COPY AVAILABLE

SUB-THEME(S) A. PEERS

Content	Suggested Activities
	MY FRIEND IS FOREVER: Have a parent or another teacher talk of a friend they have had since elementary grades. MANY TYPES OF FRIENDS: Discuss the many types of friends we all have - teachers, relatives, family members, pets. Students often tend to take these for granted and do not include them as their friends.
3(a) STRENGTHS i) <u>How do we assess our strengths?</u> - things you feel good about doing - things you receive praise from others for doing	I HAVE A TALENT: Have students write down something they do well (play the piano, play ball, run). Put the slips of paper into a bag. Draw one out at a time. Have students guess who it belongs to. ONE MORE STEP: Have students suggest possible careers for each talent named. (Singing-opera star etc.) QUICK CHECK: Take a quick check of students' interests. Compare the results. Group students according to interests and have them share experiences. - be outdoors - be indoors - draw pictures - talk to people - be by myself - help people - work with tools - play with animals - do things where I can move around - work with my hands - try new things - make up songs - build things - collect things - paint things - grow things

GRADE 2

THEME: II RELATING TO OTHERS

SUB-THEME(S) A. PEERS

Content	Suggested Activities
4(a) INDIVIDUAL IMPORTANCE i) Who needs us? - home (family); school (classmates, teachers); friends (school, community); neighbourhood; relatives (aunts, uncles, grandparents); pets	WHAT WOULD THEY DO WITHOUT ME?: Have students list their importance to their homes (help care for brother), to school (make Sam laugh), to friends (play with Jim), to neighbours (deliver papers).
ii) What groups need us? - sport teams; school activities; community groups	A TEAM NEEDS YOU: Discuss how each player contributes towards every group activity (baseball team - 9 players, paper drive, Brownies and Cubs). THE PUPIL OF THE WEEK: Use a rotation system to give each student an opportunity for classroom responsibilities (watering plants, taking messages to office, collecting money, making sure the classroom is clean etc.). WHO AM I?: Start a bulletin board display of student pictures, poems, stories about their importance to their homes, school, friends, animals etc. Highlight the work of different students during classtime. I BELONG: List memberships students have in the community (sport teams, school activities, church, lessons etc.). Have students share their experiences - how long they belonged, where, practice involved, likes, dislikes etc.).

GRADE 2

THEME: II RELATING TO OTHERS

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SUB-THEME(S) B. SCHOOL

Content	Suggested Activities
B-1.(a) STRENGTHS i) <u>What are some strengths?</u> - talents; what you like about a person (personality traits); abilities	PERSON ON MY RIGHT: Sitting in a small circle, have each person identify a strength they see or know about the person on their right, (nice hair, good friend, honest, kind). Make sure the person being complimented expresses a "thank-you". MY STRENGTHS: Have students note a strength (can sing, can run fast, can add quickly). Ask them how it would feel if every time a friend or teacher saw them they began with "Hi Sue, who spells so well"? BUILDING ON STRENGTHS: Ask the class to give positive recognition to fellow students for a day. Discuss how they felt giving positive feedback and how the others seemed to feel receiving it.

GRADE 2

THEME: II RELATING TO OTHERS

BEST COPY AVAILABLE

SUB-THEME(S) A. SELF UNDERSTANDING

Content	Suggested Activities
A-1.(a) STRENGTHS i) How to assess strengths? - things you feel good about doing - things you receive praise from others for doing ii) How do we build self-confidence? - counting your strengths when unsure - asking the advice of grown-ups and friends - talking about situations causing concern - trying something new	I CAN DO IT BOOK: Have students think of things they feel good about doing, or things they are praised for by others. Hand out mini-pages (quarters of regular pages) so students can draw pictures of things they can do. There is a line at the bottom of each page for printing the endings to: I can _____. The number of pages in a book may vary from child to child. INTEREST GROUPS: Take a quick check of students' interests. Compare the results. Group students according to interests and have them share experiences. They may wish to share pages from their I CAN DO IT books: - be outdoors - be indoors - draw pictures. TRY IT WITH A FRIEND: Help children form pairs in which one can help the other try something new. Ideas may come from looking at each other's I CAN DO IT books. Have each pair tell the class what they will try. Next day, have each pair report on the outcome.
(b) IMPORTANCE AS AN INDIVIDUAL AND GROUP MEMBER i) Who needs us? - home (family); school (classmates, teachers); friends (school, neighbourhood); neighbourhood; relatives (aunts, uncles, grandparents)	JOBS AT SCHOOL: As a class, make a list of all the jobs that could be done in the classroom (watering plants, cleaning brushes, handing out books, straightening desks etc.). Let children volunteer, so that every child is assigned one job for the next week. After one week discuss: - feelings of individual students about their jobs - benefits to the class as a whole.

GRADE 2

THEME: III LIFE CAREERS

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SUB-THEME(S) A. SELF UNDERSTANDING; B. LIFE CAREERS

Content	Suggested Activities
ii) <u>What groups need us?</u> - sports; school activities; church groups; community groups	I BELONG TO: Talk about memberships students have in the community (sports, school activities, church or youth groups, lessons, etc.). Have each student fill in balloons on his/her own "I BELONG TO" sheet. Extra balloons may be decorated in bright colours. A TEAM NEEDS YOU: Discuss how each player contributes towards every group activity (baseball team - 9 players, paper drive, Brownies and Cubs). Talk about what would happen to an activity if only two or three people went to it.
B-1.(a) THE ROLE OF THE HOME, SCHOOL AND COMMUNITY i) <u>What is the role of parents?</u> - provide food; provide shelter; provide clothing; provide love and comfort; provide security and protection ii) <u>What is the role of the school?</u> - provide an education; provide physical activity; provide preparation for the working world	AN OCCUPATIONS BULLETIN BOARD: Start a display of magazine pictures of occupations existing in the home, school and community. Children may wish to contribute drawings to the display. JOBS MY PARENTS DO: Have students draw pictures of their parents doing various tasks at home or at work. Have students share their pictures. WORKERS AT SCHOOL: List the workers in a school (e.g. administration, teachers, librarian, teacher's aide, student, janitor). Invite one representative of each job to visit the class to talk briefly about his/her job. Then divide the class into groups, one for each of the main jobs. Each group is to plan and role-play for the rest of the class on the various duties that are involved in the job.

GRADE 2

THEME: III LIFE CAREERS

SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
iii) What is the role of the community? - provide public service; provide protection and medical services; provide goods	WORKERS IN THE COMMUNITY: Have each student choose one occupation they know something about. Cut 8 1/2" x 11" sheets of plain paper in half, and give four to each student. Drawings and words may be used to show: - clothes the worker wears for his/her job - tools the worker uses - where the work is done - the worker doing his/her job. Each group of four can then be mounted on a large sheet of coloured paper, titled with the occupation and displayed. RIDDLE TIME: Have students make up short riddles about occupations...one at a time have the students read their riddles...others guess. I sit on a chair, I watch people swim, I teach them to be safe when they are in water, Who am I? (Life Guard). You are supposed to visit me twice a year. I help take care of a very important part of your body. I like you to brush your teeth after each meal. Who Am I? (Dentist)

GRADE 2

THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
(b) PROVISION OF GOODS AND SERVICES i) <u>What are some service occupations?</u> - dentist; doctor; bus driver; barber/hairdresser; teacher; waiter/waitress; firefighter; mail deliverer; grocer; secretary; police officer ii) <u>What are some occupations that produce goods?</u> - shoemaker; farmer; cook; carpenter; dairy worker; bricklayer; construction worker; dressmaker/tailor	OCCUPATIONS FOR GOODS AND SERVICES: Use a selection of pictures of workers. As a class, sort the pictures into two groups - occupations that provide services and occupations that produce goods. For each picture ask: "Does this person make something, or does this person do something for us?" When finished, display the pictures of workers in two distinct groups. JOB PARADE: Using the pictures of workers as a source of ideas, ask each child to choose one job they would like to represent by dressing like the worker. Help students decide how to represent each job (e.g. a red hat for a fire fighter; a ruler and chalk for a teacher; a shoulder bag for a mail deliverer; an apron for a baker). On the day of the parade, give each student a chance to display his/her "costume": Perhaps a visit could be made to another class, where class members could guess the occupations portrayed. Back in the classroom, have each student tell whether he/she makes something (goods) or does something for others (services) and physically move to one or the other side of the classroom, to reinforce the goods - services concept.

GRADE 2

THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	GOODS OR SERVICES: Briefly discuss the differences. Put students in small groups. Call out items we pay for: haircut, vacuum cleaner, radio, bus ride, toaster, toothpaste, garbage collection. Each group decides whether the item is a "goods" or "service". - What object did you get? (goods) - What was done for you? (service)
2(a) SCHOOL CONTRIBUTIONS i) <u>What do the academic areas teach us?</u> - to read; to write; to communicate with others; to handle money and numbers ii) <u>What else do we learn?</u> - to share and cooperate with others - to gain leadership skills - to follow rules - to work carefully iii) <u>Where can these skills be used?</u> - in leisure activities; in future occupations	WHAT DO WE LEARN AT SCHOOL?: As a class, make a chart list of what the children think they learn at school. Then make another class list of activities they are able to do outside school, because of what they have learned at school. e.g. - writing letters to grandparents; to Santa Claus - playing board games - reading at bedtime - buying small items - phoning friends (numbers) - working for skill badges in Brownies or Cubs. LEARNING FOR JOBS AND FUN: Provide each child with a printed list of skills learned at school. Have each student take the list home and ask their parents whether or not they need each skill in their daily work, or in leisure activities, printing "yes" and "no" beside each. Be sure the students can read all the items and understand their meaning. Practise some interviews, with the teacher playing the part of a parent.

GRADE 2

THEME: III LIFE CAREERS

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SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	Discuss the responses after the interview checklists are completed: - talk to people - try new things - be by myself - make up songs - help people - build things - work with tools - collect things - play with animals - paint things - do things where I can move around - grow things - work with my hands A STUDENT'S JOB: Discuss the characteristics of a student's job: - being on time - observing rules - doing one's part - accepting responsibility Have each student compare his/her job as a student with his/her parent's job, by referring back to the interview sheet. Discuss similarities.
C-2.(a) PREPARATION FOR NEXT GRADE i) <u>What new skills will be taught?</u> - cursive writing; multiplication and division ii) <u>What grade two skills will be needed?</u> - reading; printing; adding and subtracting; listening; speaking; viewing; physical skills	INTERVIEWING A GRADE THREE STUDENT: Prepare for interviews by discussing student concerns about grade three. Using individual interview sheets have each student print one question that he/she would like to ask about grade three. Arrange with the grade three teacher for a 15 minute interview and pair each student with someone in grade three. Have students complete interviews. Discuss and display. I CAN WRITE: Discuss skills that are learned in grade three (refer back to interview sheets). Teach children how to make their first names in cursive writing.

GRADE 2

THEME: III LIFE CAREERS

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SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	GRADE TWO/GRADE THREE: As a class, make a chart list of all the things the students have learned to do. Invite the grade three teacher to visit the class. Have students take turns asking whether each skill will be used in grade three. Put a "yes" or "no" beside each item on chart. Stress similarities, between grades two and three.

GRADE 2

THEME: III LIFE CAREERS

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
A-1.(a) BODY CELLS i) <u>What is a cell?</u> - beginning of life; basic unit for all living things	COMPARISONS: Have students list the things they do to stay alive (eat, rest, breathe, etc.). Compare these necessities to the necessities of each body cell. NUMBERS: Make students aware of the millions of cells in their bodies. Have one student go to the board. Beginning with the number "1" - have the student add zeros until students guess the approximate number of body cells (1,000,000,000,000). CELLS HAVE JOBS: Brainstorm with the class. List the jobs our body cells have (carry messages, move muscles, repair wounds, heal scratches). Discuss. PICTURES OF CELLS: Locate pictures of different cells to give the class a visual idea of what cells look like.
(b) GROWTH STAGES i) <u>What are the stages of growth?</u> - infancy; childhood; pre-adolescence; adolescence; adulthood	STAGES OF GROWTH: Invite a nurse to visit the class to discuss the stages of growth. GROWTH STAGES AND ME: Have students draw diagrams of how they perceive themselves in the different stages of growth. Have students comment on their pictures.

GRADE 2

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
(c) GROWTH RATES VARY i) Why do growth rates vary within the same sex? - heredity; environment; childhood health conditions; culture	SINCE LAST YEAR: a. Have pupils describe activities they were able to do this year that they could not do last year; b. Have students draw pictures or tell how they have changed in size and appearance over the last few years; c. Compare current class pictures with last year.
ii) What about the opposite sex? - expected growth spurt for girls 10-11 - expected growth spurt for boys 12-13	COMPARE SIZES: Make a height chart for girls and one for boys. Take students' heights. Discuss the results and growth spurts. (Remember that we all have individual variance in growth rates.) TEACHERS' NOTE: Avoid individual comparisons. MY FRIENDS IN GRADE SIX: Have students from older grades come in to talk about their growth spurts. Perhaps they could bring along an old article of clothing from their younger grades.
(d) PROTECTING THE EYES AND EARS i) What should our eyes be protected from? - from objects (firework, stones, sharp sticks, toys, BB guns) - from light (looking directly at the sun, sun lamps, industrial lights-welding) - from chemicals (household ammonia, cleaning solutions) - from objects in sports	EYE COLOURS: Group students according to eye colours. Have them make sure everyone in the group has the same shade. Discuss the importance of eyes, the beauty of vision and what it would mean to be without them.

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GRADE 2

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
ii) How can the ears be protected? 1. From Infections? - keeping area around the ear clean 2. From Injury? - never hit another person on ear - never put things in ear - avoid loud noises - wearing special equipment to protect ears, i.e. ear muffs	EYE PROTECTION: List ways we can protect our eyes from accidents. Divide the class into small groups. "If" an accident occurs (sand gets into eyes) what procedures should be followed? Have each group do its own thinking, discuss the final outcome. WHAT DO YOUR EYES AND EARS REALLY LOOK LIKE?: Draw a very simplistic diagram of the eye and ear on the board to aid with the discussion on the protection of eyes and ears. ELBOW IN THE EAR: Discuss objects we should not put in our ears (pins, peas, matches, etc.) and why. EAR PROTECTION ON THE JOB: Discuss the importance of the need for ear protectors by airport workers, construction workers, etc. INDUSTRY AND FARM SAFETY: Bring in a variety of safety equipment (clothing and gear) from industrial and farm jobs. Talk about their use and the need for each (glasses, welding helmet, ear covers, gloves, hard hats etc.). Safety supply companies often are most cooperative. SEEING-EYE DOG: Have a blind person with a seeing eye dog visit the class. Check with the Canadian National Institute for the Blind.
3(a) BODY CARE AND MAINTENANCE i) What daily care is required? (See Curriculum Guide, page 34)	SCHOOL NURSE: Have a school nurse talk to students about how we should take responsibility for our own health care.

GRADE 2

THEME: IV BODY DEVELOPMENT

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
ii) Who do you visit for examinations? - doctors (body checks); dentists (mouth checks); optometrists or school nurse (eye checks)	A VISIT TO A DOCTOR: Have students tell of positive experiences they have had when visiting a doctor for examinations. I CAN HEAR MY HEART BEAT: Bring in a stethoscope for students to listen to heart beats. (Note differences between adult-student, boys-girls.) WHAT CAN I DO TO ENHANCE MY HEALTH?: Have students examine their own health practices by asking them questions about nutrition, sleep, exercise, personal hygiene, etc. Follow this by a discussion of how they can further improve their "healthstyle".
(b) STRUCTURE AND FUNCTIONS OF TEETH i) What is the structure of a tooth?	TOOTH STRUCTURE: Have children draw a diagram of the parts of a tooth.
iii) What are the functions of the three kinds of teeth? (See Curriculum Guide, page [illegible])	TEETH AS TOOLS: Have children draw tools which do the same job as our "3" types of teeth (Incisors - scissors, bicupids - nut crackers, Molars - grinders). ANIMALS: Collect pictures of animals. Identify the kinds of food they eat and the types of teeth they need. Compare the shape and function of human teeth to those of different animals. MORTAR AND PESTLE: Grind food with a mortar and pestle to show how molars work. EXAMINING MY TEETH: Invite a dental professional to help children examine their own teeth and gums.

GRADE 2

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
	DEMONSTRATING FUNCTIONS OF TEETH: Have the students use only the back teeth to bite and chew foods of different textures.
(c) LOSING TEETH	LOST TEETH: Have children bring to class lost teeth and talk about their experiences.
i) What about losing primary teeth? - 6-7 years old - begins with central incisors - makes rooms for permanent teeth	WHY?: Discuss why and how primary teeth loosen and fall out. Discuss why dentists fill primary teeth.
ii) What about losing permanent teeth? - loss by accident or through decay; affects appearance, comfort, speech, digestion; preserving loss of teeth through crowns and braces; replacing lost teeth with false teeth	ROLE PLAY - LOSING TEETH: Have three children stand shoulder to shoulder like three primary teeth. Have a fourth child crouch behind the middle primary tooth and act as a permanent tooth. The middle child jumps out like a primary tooth lost too soon. The remaining two children stand straight for a while then slowly start leaning closer and closer together until no space is left and they are pressing shoulders together. The permanent tooth tries, but cannot press between. PREVENTING DENTAL ACCIDENTS: Discuss the types of dental accidents, and safe practices to prevent these accidents.
(d) TEETH, FOOD PRODUCTS AND PLAQUE	THE HAPPY HEALTHY TOOTH: Hang up a large outline drawing of a tooth. Have students bring in pictures of foods that contribute to making teeth healthy.
i) What is plaque and how does it affect one's teeth? - a sticky, colourless coating of bacteria on our teeth - plaque causes cavities and gum diseases	DENTAL PROFESSIONALS: Invite a dentist or dental professional to visit the class to discuss plaque and decay, and to demonstrate proper plaque removal techniques. Contact: Local Health Authority or Local Dental Society.

GRADE 2

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Content	Suggested Activities
	TALKING ABOUT TEETH: Have students with fillings talk about their teeth and the reason decay was removed. PLAQUE REMOVAL: The children should remove plaque by brushing with parent (or teacher) supervision if possible after every meal. Flossing at this age is a parent responsibility.
ii) How is sugar harmful to teeth? - work with plaque on teeth - causes cavities and decay	TOOTH IN SOLUTION: Place teeth in a variety of solutions (vinegar, pop, water, syrup). After a number of days examine and note changes.
B-1.(a) NUTRITIOUS FOODS i) What is a nutritious food? - supplies essential substances to the body that allow us to grow, and give us energy to work, play and maintain health	AM I GROWING?: Discuss signs of growth: e.g., clothes don't fit, can reach higher, can't get into smaller places. Discuss why food is needed for growth and energy. NAME THE FOOD: Prepare (cut out of magazines) several close-up pictures of a variety of foods. The texture unique to each food should be clearly observable. Cover each with a piece of paper in which a window has been cut. Ask students to guess the food by its texture and colour. Then expose the entire picture to allow the children to view the small area in context of the whole food item.

GRADE 2

THEME: IV BODY KNOWLEDGE AND CARE

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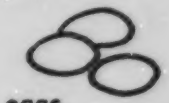
What's Missing?

Draw the Missing Food Group

Breakfast



eggs

bread

milk

Lunch

orange

peanut butter

bread

Supper

fish

milk

corn

Lunch

carrot

yogurt

bran muffin

Courtesy of School District No. 41 (Burnaby) B.C.

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SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
(b) CLASSIFICATION OF FOODS i) How can foods be classified or grouped? - nutritious foods are usually placed into four groups (based on nutrient content); this is the basis of Canada's Food Guide. i. breads and cereals ii. fruits and vegetables iii. milk and milk products iv. meat and alternates ii) Food may contain items from more than one food group and are often referred to as "combination foods", e.g. sandwiches, pizza and stew iii) Any foods that cannot be classified (by virtue of their nutrient content) into any one of the four food groups, as outlined in Canada's Food Guide, are called "extras" e.g. cake.	GROCERY BAG: Divide a table or counter top into four equal sections. Using coloured construction paper label each as a food group. e.g. Blue - Milk and Milk Products Yellow - Breads and Cereals Green - Fruits and Vegetables Red - Meat and Alternatives Purple - Extras Bring empty food containers to class and ask students individually to try to place the container in the correct food group. FOOD CARD GAME: Make cards with pictures of the four food groups. Each player gets five cards. One player asks other player for a card from a particular group. If the player has it, she/he must hand it over; if not, the asker picks up a card from the deck. Goal is to get pairs of the same food group. Winner is the one with most pairs. WHAT'S MISSING? DRAW THE MISSING FOOD GROUP: Have students review activity sheet (page 58) "What's Missing?". Have them draw in the missing food group and discuss as a class.
(c) APPRECIATION OF NUTRITIOUS FOODS a) How can we encounter and enjoy a wide variety of snack items? - the personal experience of actually tasting nutritious snacks, together with class-mates, has proven to be an excellent method of learning about nutrition	SNACK PARTIES: Arrange to have students taste a variety of nutritious snacks. Only tiny quantities are necessary and can be brought to class by the students or, more simply, funded by students and brought by teacher, teacher aide, or parent.

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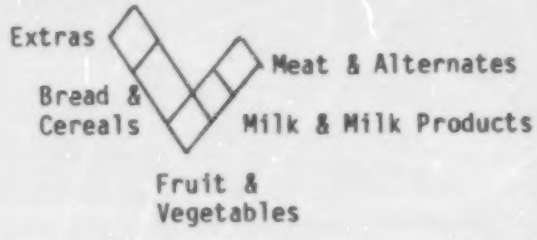
GRADE 2

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
	TASTING PLATES: Prepare a bulletin board with four large plates labelled, one for each food group. Have students pin pictures (drawn or cut out) of foods they have tasted in class onto the appropriate plate. Discuss food characteristics. TEACHERS' NOTE: Parents should be notified and student aliergies considered before any tasting parties occur.
3(a) DAILY FOOD REQUIREMENTS i) How do we know how much food from each food group should be eaten? - Canada's Food Guide gives this information - it is important to eat something from each food group at most meals ii) What is an example of the quantity of food that an average 7 year old might eat in one day? - Breads and Cereals - Fruits and Vegetables - Meat and Alternates - Milk and Milk Products (See Curriculum Guide p. 37-38 for quantities)	MENU HUNT: Hide a large number of food pictures around the classroom. Working in pairs instruct students to search for the number of servings of each food group that they should eat during one day. When they have found the 11-15 food servings they should then arrange the pictures into meals. SERVING TOSS: (to be played in small groups) Prepare a large game board (felt, paper, cardboard) that can go on the floor. Instruct students to toss a bean bag from behind a predetermined line.  Students must make the bean bag land on each one of the squares to total up their daily serving needs. The first one to reach 15 of the correct points wins.

GRADE 2

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) C. GROWING UP HEALTHY

Content	Suggested Activities
C-2.(a) REST IS ESSENTIAL TO HEALTH i) What is the purpose of rest? - growth; recover from fatigue; appearance; mental outlook ii) When should we rest? - bedtime; when tired	REST CHART: Have small groups of students discuss appropriate bedtime hours. Take a class consensus. Make a chart to find the class average. PIECE OF PIE: Have students decide how they spend their day (sleeping, resting, eating, school, playing, etc.). Make a round pie and divide it accordingly. Discuss the project and share the results. MR. GRUMPS: Have students work in groups to draw pictures of well-rested people compared to those having too little rest.
(b) EFFECTS ON ENERGY AND BEHAVIOUR i) When rested how are energy and behaviour affected? - better school performance; better mental outlook; happier person; participation with friends in activities ii) What happens when we have too little rest? - tired; candidate for disease; lack energy to play with others; poor mental outlook	A LITTLE DRAMA: Dramatize the behaviour of a child who has had too little sleep. RELAXING ACTIVITIES: Discuss and do exercises which help you to relax (sit in a chair, rotating the head in small circles; bob your head up and down while sitting etc.). WHAT HELPS YOU TO RELAX: Have the class think of their daily activities. Which of these activities help the student to relax? Make a list and discuss.
(c) PHYSICAL ACTIVITY FOR FUN AND FITNESS i) What are the advantages of being fit? (See Curriculum Guide, p. 39)	DANCE WITH THE LEADER: Put on some music and have the students begin with a slow jog to the music. Then allow each student to create different movements to the music and have the rest of the class follow along. Make sure the students keep up the slow jog in between each leader's turn.

GRADE 2

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THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) C. GROWING UP HEALTHY

Content	Suggested Activities
ii) How can you enjoy fitness? - by including your family and friends in fitness activities - choosing fitness activities that are fun - not always having the end point as winning or losing	FAMILY/FRIENDS FITNESS SESSION: Have each student set up a family or friend fitness event which could include walking, jogging or cycling and share the results of the experience with the class.
4(a) BATHING AND SHOWERING i) What about physical well-being? - pleasant appearance ii) What about emotional well-being? - feel better; happier you iii) What about social well-being? - better accepted by others iv) How often should you bathe? - regularly v) What procedures should you follow? - take soap; towel - washcloth; clean underclothes; clean area when finished; put products away	AN EXPERIMENT: Conduct an experiment to show why soap is needed to cleanse the body. Fill two bottles half full of water. Add a drop of oil to each. To one add soap. Examine the results. THE PRODUCT FITS (True or False): Have students number their sheets from 1 - 10. Show a bath product (towel, nail brush, pumice rock, etc.) Read a statement such as "This product is used on your feet", and have them answer true or false. BATHING VERSUS SHOWERING: Have a debate. Have one group think of all the reasons for a bath and another for showering.

GRADE 2

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Content	Suggested Activities
D-1.(a) AIDS TO GETTING WELL i) <u>What are some practices to follow when not feeling well?</u> - tell parent or teacher - stay in bed, get rest - take medicines given by parent or doctor (if needed) - see doctor - show consideration for others (cover mouth when coughing, sneezing, etc.)	GETTING WELL! FEELING BETTER: Discuss what you should do if you are not feeling well. When you are ill, what are some activities you can do to help you feel better (playing games, listening to music, etc.). RIDDLE OF COMMON ILLNESSES: Have students prepare simple riddles for their classmates to guess. It started with a cold; my voice is getting funny. (sore throat) It starts with a cold. I've got a light rash behind my ears, on my stomach and on my back. I'm feeling tired, have a temperature. (measles) Discuss each illness.
E-1.(a) PERSONAL AND FAMILY SAFETY PRACTICES i) <u>How can we be safety conscious?</u> - being catious; being patient; showing concern for others; being prepared for handling emergencies (get help, use the telephone properly, know emergency phone number); knowing the rules of (water, traffic, motor vehicles, fire and bicycles); making sure dangerous and inflammable products are stored properly; making sure all medications are stored properly	SAFETY RULES: Have students work in three groups to develop safety rules for home, school and playgrounds. Share these with the class for discussion. SAFETY PATROL: Invite a member of the school safety patrol to talk to the class about pedestrian safety procedures. HELP!: List possible situations where students might encounter an emergency (fire in house, small child playing with matches, a friend falls and is unconscious, someone is cut). Have small groups role play possible procedures emphasizing the need to get help. Remember BLOCKPARENTS.

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SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
ii) What safety equipment do you need when engaging in sport and recreational activities?	MAKE A DIRECTORY: Have student prepare an emergency directory for their homes (police, fire department, hospitals, doctor, neighbour's phone numbers). SWIMMING LESSONS: Make children aware of community swimming lessons (locations, starting dates, cost, etc.). Send information to parents. BRAINSTORMING: Have students list all the activities they participate in during a typical day (eating, running, watching T.V., playing on the swings, etc.). Have students form two groups. One group lists the safe behaviour for each activity, the other lists the unsafe behaviour. Discuss the lists prepared by each group. Also, discuss the effects parents and peers have on safe behaviours. BEING SAFETY CONSCIOUS: Have students sit in a circle. Each takes turns telling of an accident or near accident which occurred to them or someone they know as a result of unsafe behaviour. How could this accident (or near accident) have been prevented? TEACHERS' NOTE: It is suggested that these activities be introduced at the beginning of the year.

GRADE 2

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
F-3(a) CLASSROOM APPEARANCE i) How can we improve classroom appearance? - no littering; - make good use of paper products (towels, writing paper) - keep dirt off shoes and boots	CAMPAIGN: Direct students in creating their own campaign for better classroom appearance. Make posters, write jingles, design buttons, record radio spots. TAKE A TOUR: Take a walk around the school. Have students be prepared to examine the appearance of the school. Discuss what students see and can possibly do to improve the school environment.
(b) CLASSROOM APPEARANCE i) How does classroom appearance help our physical well-being? - safety; healthy environment ii) How does classroom appearance help our social well-being? - generates pride; maintains positive attitude	HOW DO YOU FEEL?: Have students react to statements like "When the room is messy I.....," "When I can't find something I.....," "When the room is tidy I....." UNHEALTHY ENVIRONMENT: Discuss what happens to us when working places like schools are unclean (diseases spread, safety factors, etc.). PUZZLES: Cut pictures from magazines of people looking happy, sad, angry, confused, etc. Have students draw pictures of environmental settings to match each person's mood. When pictures are complete, mix students' drawings and magazine pictures. Have students try to put the puzzles together.
4(a) RECREATIONAL FACILITIES i) What are the locations, hours and cost of some recreational activities? (See Curriculum Guide, page 41)	FAMILY FITNESS: Have students ask their parents and/or other home unit members what community recreation facilities they use. Report back.

GRADE 2

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THEME: IV BODY KNOWLEDGE AND CARE

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care

CONTENT

GRADE 3

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SUB-THEME(S) A. FINDING YOURSELF

Content	Suggested Activities
A-1.(a) BUILDING STRENGTHS i) How do we build strengths? - examining likes and fun activities - noting recognition from others for: talents, hobbies, crafts and appearance - taking pride in accomplishments	SELF-RATING SCALE: Have the class design a self-rating scale of personal qualities, such as happy-go-lucky, considerate, generous, reliable, widely-read, sportsmanship, does things quickly, friendly, leadership, followership, adventurous, studious and serious. Administer the scale and discuss the qualities with the class. WHEN THINGS GO WRONG: Discuss with the class how to cope with a bad day. (Remember the things we do well.) TALENT PARADE: Have students bring to class hobbies or projects they have completed. Others might wish to demonstrate talents such as gymnastic skills, sport talents, musical abilities, etc. Discuss how each of us has different talents and abilities.
(b) COPING WITH DIFFICULT SITUATIONS i) How do we cope with difficult situations? - admitting weaknesses - setting goals to overcome weaknesses - practising - remembering the "I CAN DO" approach	IMPROVING UPON OUR LESSER DEVELOPED SKILLS: Have someone from the school (a teacher, principal, secretary, janitor) talk about a weakness or less developed skill he/she once had, (frightened to read out loud, able to run only one block, stutterer) and how he/she was able to overcome the problem or improve the skill. MY SELF-HELP CONTRACT: Have the students think about something they would like to improve upon (i.e. swimming skills, printing skills, speaking skills). Have them fill out "My Self-Contract" activity sheet. Discuss the student's improvements after one week or two weeks. If no improvements occurred discuss alternative ways to improve the particular skill. (page 69)

GRADE 3

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) B. FEELINGS

Content	Suggested Activities
B-2.(a) THE POSITIVE APPROACH i) How do we deal with feelings in a positive manner? - think before reacting (count to 10 approach) - think of others (how will they feel?) - communicate with others about feelings (let others understand how you feel) (b) SHOWING POSITIVE FEELINGS i) How do we show positive feelings? - take pride in appearance; take pride in work habits; take pride in accomplishments; take part in uplifting, fun activities; be around people and friends who make you feel good about who you are	DEALING WITH FEELINGS: Divide students into groups. Give students a life situation (flat tire on bike, failed a test, lost a ball game) and have them role-play the situation by being positive in their reactions. Discuss other types of reactions to the same situation. I'M PROUD: Make a proud list: - something I am proud to do - something I do well for others - something I learned and remember well - something I am pleased about when with younger children IN GOOD COMPANY: Have students discuss people whose company they enjoy because of the good feelings they get from them. (Grandparents, a friend, my teacher, etc.) THE ENJOYMENT OF SINGING: Discuss how singing makes us feel. When do we sing? AFFECTING OTHERS' FEELINGS: List things that we do that makes others feel good or bad. How can we avoid situations that make others feel bad?

GRADE 3

THEME: I SELF-AWARENESS AND ACCEPTANCE

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MY SELF-HELP CONTRACT

I want to improve my _____

_____

This is what I will do to improve: ___

_____

_____

_____

I will have done this by _____, 19___

This is how I will know I have improved: _____

_____

Signature _____

Courtesy of School District No. 41 (Burnaby) B.C.

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SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
D-1.(a) MAKING DECISIONS i) What should be considered? - will the end result make me happy? - will the end result make me proud? - will others be pleased? - will I hurt anyone? - what are other alternatives? ii) What are some consequences? - winning or losing - accepting the results - knowing a decision is better than no decision - not being afraid to admit an error - preparing to review possibilities and to try again	PROBABLE EXPERIENCES AND DECISION-MAKING: Have students suggest possible solutions to the following probable experiences of an "8" year old. - you broke a window - someone is teasing you - you lost your money - you are feeling lonely CAN YOU FIND A SOLUTION?: Make up a story about an individual who is experiencing a problem. Divide the class into groups and have them come up with different alternatives or solutions for this individual. The following format may be of use in this activity: a. - name the problem b. - give more than one solution c. - tell the good and bad things that might happen for each solution d. - think about what you feel or like about each solution e. - choose a solution and try it f. - tell if the solution worked and why.
(b) ACCEPTING FAILURE AND DISCOURAGEMENT i) What are some types of failures and discouragements? - school: grades, competitions - friends: loss of a friend, quarrels - sports: losing a game	THERE'S NOTHING WRONG WITH MISTAKES: Have the principal or another teacher visit the class to talk about a mistake they made and what they did about it. OH, OH! WRONG AGAIN: Discuss and share experiences of making mistakes. Talk about the importance of learning from mistakes and thus becoming a better person.

GRADE 3

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
	WINNING OR LOSING: Play a team game such as Prisoners' Base, Crab Soccer, or T-Ball. Discuss the students' feelings about winning or losing. What did they like best about playing the game? What did they learn from the game as they played?

GRADE 3

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) A. PEERS

Content	Suggested Activities
A-1.(a) HELPING OTHERS i) <u>What rewards can we gain by helping others?</u> - feel good; gain new friends; develop deeper bonds of friendship; develop broader perceptions of people and relationships ii) <u>How do others react?</u> - feel good; like us; appreciate us; are more willing to help us when we are in need 2(a) DEVELOPING FRIENDSHIPS i) <u>How do we develop friendships?</u> - participate in activities; help and cooperate with others; show an interest in others; listen to others; share common interests	A VISIT TO A SENIOR CITIZEN'S HOME: Have students as a class plan a trip to a senior citizen's home. For those senior citizens who are interested, have each student plan to do something special for the senior citizen they meet with. For example, read a story, bring a newspaper and point out news details, recite a poem, prepare questions to learn about their lives, etc. Discuss the experience. WRITING A LETTER: Put the names of all the students in a bag. Have students draw out a name and write a letter to this person. Trade letters. Discuss how it feels to receive something special from others. GETTING TO KNOW YOU BETTER: Have all students collect signatures of their classmates on a sheet of paper with comments like (enjoys liver..., owns a cat..., plays the piano..., went to a movie this week.) Share similar interests with fellow classmates. EXCHANGING PHONE NUMBERS: Have students make their own directories to use when they need information from their peers or wish to plan an activity. BUILDING FRIENDSHIPS INVOLVES LISTENING: Have two students role-play a listening situation. Have the rest of the class point out good listening techniques displayed in the role- play, and others that could be used.

GRADE 3

THEME: II RELATING TO OTHERS

BEST COPY AVAIL

SUB-THEME(S) A. PEERS; B. SCHOOL

Content	Suggested Activities
4(a) OTHERS AFFECT OUR SELF-IMAGE i) How do others affect our self image? - by the things they say - by the things they do - by the things they do not do	MAKING OTHERS FEEL GOOD ABOUT THEMSELVES: Make a list of things we could do to make others feel good about themselves (e.g. give compliments when appropriate, give support in activities they feel unsure of etc.)
B-1.(a) BUILDING FRIENDSHIPS i) How do you build friendships by participating? - activities; group work; conversations; sharing similarities	PAST EXPERIENCES: Invite parents into the classroom to talk about a friendship they developed in their elementary years. Have the students ask the visitor questions about the friendship.
ii) How do you build friendships by caring and sharing? - listening; being helpful; being cooperative; being considerate	ARE YOU LISTENING?: Have students work in groups of "two". Person "A" talks about any experience he/she wishes. Person "B" must not say a word but nod and look interested. Switch jobs after 3 - 4 minutes. Ask students how they really felt when someone gave their full attention to them.
2(a) ASSIST WITH PROBLEMS i) Who can help you? - parents; teachers; grand-parents; neighbours	I'VE BEEN THROUGH THAT BEFORE: Brainstorm with students the kind of problems they encounter with friendships. Invite senior citizens into the class to meet with small groups of students to discuss the problems and to offer their advice.
ii) How do they help? - listen; give advice; talk of their experiences; help in clarifying problems	INTERVIEW GROWN-UPS: Have students prepare questions related to problems they are experiencing: making friends, disagreeing with friends etc. Ask them to interview one or more grown-ups using these questions and share their answers with the class.

GRADE 3

THEME: II RELATING TO OTHERS

BEST COPY AVAILABLE

SUB-THEME(S) A. SELF UNDERSTANDING

Content	Suggested Activities
A-1.(a) PEOPLE DIFFER FROM EACH OTHER i) How do people differ from one another? - Physically: size, weight, height, gender - Intellectually: reasoning, questioning, writing, reading skills - Socially: personality types: likes to be alone; enjoys others; likes certain activities	PAPER PEOPLE: Size, weight, and height for each child can be visually displayed. Use large pieces of white paper, which comes in rolls. Group the class into pairs, so they can have turns tracing around each other. Draw on facial features, fingers, and clothes. Paint and display. THE THINKING, LEARNING ME: Discuss briefly the intellectual characteristics developed at school. Have each child make a chart, filling in his/her own responses to such statements as: - My favourite subject at school is.. - The thing I do best at school is... - Some other skills I am learning are... Have each child cut apart two of the fingers on his/her paper person, and insert the chart so it can be displayed also. I LIKE TO: Have students complete a similar inventory to get a better understanding of themselves. Check off what is liked: - be outdoors - be indoors - draw pictures - talk to people - by my myself - help people - work with machines - participate in sports - do things where I can move around - work with my hands - try new things - make up songs - build things - collect things - be adventurous Share responses with the class. This sheet can be inserted in the other hand of each student's paper person, to complete the display of physical, intellectual and social characteristics.

GRADE 3

THEME: III LIFE CAREERS

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SUB-THEME(S) A. SELF UNDERSTANDING

Content	Suggested Activities
	GUESS WHO?: Play a guessing game. One student describes someone in the room and the others guess who it is. After several rounds of the game, ask the class how they knew who it was. Through the responses of the children the teacher may help students understand that everyone is alike in some ways and different in other ways.
(b) POSITIVE ATTITUDES i) How do we express positive attitudes? - Toward oneself: "I Can Do" approach; understanding and accepting strengths and weaknesses - Toward others: interest in others respect for others appreciation for others	A SALESPERSON WITHOUT A SMILE: Have an array of items which student volunteers will try to sell to the class. The rule is that the salesperson must not smile or appear interested in others. Discuss what you think the chances of a successful sale might be. Discuss the importance of positive attitudes in relation to self, job, and others.

GRADE 3

THEME: III LIFE CAREERS

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SUB-THEME(S) A. SELF UNDERSTANDING; B. LIFE CAREERS

Content	Suggested Activities
	WHO DO WE APPRECIATE?: Divide the class into small groups. Ask each group to choose a worker who provides either goods or services to others (e.g. farmers, milk deliverers, safety crossing patrols, garbage collectors, school nurses, parents). Have each group make a collage of pictures or word phrases to show what they think that worker does to help us. Have fun when the groups present their collages to the rest of the class. Use a cheering format: Two, Four, Six, Eight Who do we appreciate? The Farmer! LETTERS OF APPRECIATION: Have each child write a short letter to a person of his or her own choice, who has been helpful. The letters might go to persons such as classmates, parents, neighbours, coaches, other teachers. Discuss the importance of showing appreciation.
B-1.(a) CONCEPT OF WORK i) <u>What is work?</u> - occupation, business, trade, profession ii) <u>Who has work roles in the home?</u> - parents; children; relatives iii) <u>Who has work roles in the school?</u> - teachers; principal; students; janitor; secretary; nurse; teacher-aide	AT WORK: Divide the class into small groups. Give each group a picture of a worker. Give them time to study the picture and discuss it among themselves. - Who is the worker? - What is the worker doing in the picture? - What might the worker like about the job? - Does the worker work mostly with people or with things? - Would any of you like the job and why? Call on each group to come forward and talk about the picture.

GRADE 3

THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
iv) Why is work important? - gives one meaning and purpose in life - offers a sense of accomplishment which helps one's self-esteem - provides for financial security	JOBS AT HOME: Label two large sheets of chart paper with the headings: - Jobs at home that parents do - Jobs at home that children do Discuss and complete the job lists. Have each student choose one job at home to illustrate. Title each illustration and display with the job charts. JOBS AT SCHOOL: As a class, decide on three or four questions to ask each school worker. Then assign one group of students to interview each school worker. Have groups report orally. Display.
2(a) SCHOOL PREPARATION FOR EMPLOYMENT i) What are some basic skills we should master? - reading; writing; speaking; listening; researching; spelling; print/handwriting; working with others; safety consciousness	PARENT INTERVIEWS: As a class, compile a list of the basic skills the children think they learn in school. Ask students to take the list home and ask their parents which of those skills they need in order to do their jobs. Report back to the class, and: (a) With a show of hands, tally the total number who said they needed each skill. (b) List some examples of which jobs need each skill (e.g. perhaps all workers need to listen carefully; only certain workers need to be skilled in complex mathematics)

GRADE 3

THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
	NAME A JOB!: The game begins by having one student call out an occupation and one of the basic education skills (a carpenter - measures). The person behind must repeat the word "carpenter" and explain briefly why the carpenter needs to be able to measure. Continue down the row. Discuss the need for these basic skills. WHAT IF: To stress the importance of basic skills, have the students make humorous "what if..." mini-posters, linking a job and a necessary skill. e.g.: What if the editor couldn't spell? (Picture showing, confused people, unable to decipher the news) What if the carpenter couldn't measure? What if the police officer couldn't write? What if the fire fighter was a poor listener? (He might not hear where the fire is) I CANNOT WRITE OR READ: Brainstorm with students to see if they can think of any jobs that could be done successfully by a person who is unable to read or write. Discuss. Then make a list of jobs available to those having these two skills. Compare the two lists.

GRADE 3

THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
(b) COMMUNICATION SKILLS i) How are communication skills enhanced? - good listening skills; good speaking skills; good spelling skills; good writing skills; effective use of grammar	TELEGRAPH: Play a quick game of "Telegraph" where a message is whispered from person to person throughout the class. Compare the initial message to the final message. Discuss the importance of: - listening carefully - speaking clearly WHAT'S THE MESSAGE?: Choose two teams, of four students each, who will compete to see which team can read and carry out a set of written instructions first. One set should be correct; the other set should be filled with spelling and grammatical errors. Discuss why one group was able to complete the task sooner than the other. Talk about which message was easier to read, and why. ROLE-PLAYING: As a class, make a blackboard list of pairs of workers who need to communicate clearly with each other (e.g. the doctor and the nurse who will carry out the doctor's instructions; the butcher and the store manager who is buying meat; the teacher and the students). For each pair, think of an example of good communication and an example of poor communication. Choose students to role-play each example. Discuss and compare, before beginning on the next pair. TEACHERS' NOTE: When having children role-play keep stressing that they are playing a part, and that the role is separate from themselves. Make comments like, "That was well-acted" or "Your acting showed us a doctor who didn't listen".

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SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
C-1.(a) SCHOOL HABITS i) What school habits have employment implications? - promptness; perseverance; dependability; neatness; courtesy; responsibility; punctuality	SCHOOL HABITS AND JOBS: As a class, talk about and list some habits learned at school. Divide the class into small groups. Ask each group to pick one job, and then consider how each habit would be important for that particular job. Share the results across groups (jobs) for each habit. Discuss what might happen to workers who did not have these work habits. SHE (HE) DELIVERS PAPERS: Invite an older student who has a paper route to visit the class. Discuss the skills needed for this job (collect money, be on time, make sure everyone gets their paper, remember to say thank you, etc.) Have the class match these skills to the habits developed in school. Discuss.
2(a) ORIENTATION FOR DIVISION II i) How will Division II differ from Division I? - departmentalization: more than one teacher - homework: work not completed in class - quantity of written work: written reports - independent work: research skills, reports, projects	KNOW YOUR TEACHERS: Have students talk to acquaintances in grade four to find out who teaches which subject (there may be specialists for music, physical education, science, etc.). Make a wall chart with subject headings and teachers' names. Assign one group of students to interview each teacher: - What work habit do you feel is most important for grade four? - What school subject skill do you think is most needed for grade four work? Discuss similarities and differences in replies.

GRADE 3

THEME: III LIFE CAREERS

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SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	MY HOMEWORK BOOK: Discuss 'homework', which may be work not completed in class, or work assigned to be done at home. Talk about the student's responsibility for remembering and completing homework. Have each student divide a sheet into quarters. Show students how to date each page, and write down homework assignments. In the next three days, give short homework assignments (three arithmetic questions, remembering to bring supplies for art, reading a book for 10 minutes). Talk about the experience. Did the homework book help students remember to do tasks? I DID IT BY MYSELF: Arrange for several students from grades 4, 5 and 6, who have produced exceptional reports or projects during the year, to visit the class. Have these older students show their work to the class, and briefly explain the steps involved in making the final product.

GRADE 3

THEME: III LIFE CAREERS

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
A-1.(a) HEREDITY--CHILDREN DIFFER 1) How does heredity affect us? Family traits: - build; features; eyes; skin colour; hair colour	LOOK ALIKES: Have students complete such statements as: My _____ are like my mother's. My _____ are like my father's. I'm different from my father/mother _____. Share their responses with the class. *TEACHERS' NOTE: Be aware that some children because of adoption, foster arrangements or genetic factors may not resemble either parent. WHO'S TALLEST?: Have the tallest girl and tallest boy stand up. Compare their heights. Do so with the average and smallest. Discuss growth spurts and how in most cases, girls begin their growth development sooner. I LIKE YOU BECAUSE....: In small groups have children suggest the characteristics which make a person worthwhile and likeable. Decide where height and weight fit in. TEACHERS' NOTE: Items dealing with the home and family could be sensitive matters with some of your students. A family unit in today's society can be composed in many ways. Teaching strategy should be planned carefully to take into account all family units, not just the traditional two-parent unit.

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
(c) NUTRITION AND EXERCISE i) How is body weight affected? - by the amount and type of foods eaten - by the amount of physical activity one takes part in ii) How is body strength affected? - by an intake of appropriate nutrients - by the amount of exercise one takes part in	FITNESS AND EXERCISE: Have students take a quick fitness quiz. Show them how to take their pulse for ten seconds, then multiply the number by six. (This is their resting heart rate.) Run on spot to music for three minutes. Take pulse again to determine working heart rate. Have them rest for two minutes, take pulse again. It should be back to the resting heart rate. The emphasis of this activity should show how exercise affects one's heart rate. Teachers will find it necessary to explain the functions of the heart and circulatory system at this time. ATHLETE'S PULSE RATE: Discuss the reason a well-trained athlete has a pulse rate that rises slowly and returns to normal quicker than the average person. A "WEIGHTY" PROBLEM: Discuss why people are overweight or obese and how they could deal with it. Include such topics as: - a balanced diet - sufficient exercise - psychological and social benefits - genetic influences

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Content	Suggested Activities
3(a) DAILY DENTAL CARE (See Curriculum Guide, page 55 and 56)	DENTAL PROFESSIONALS: Invite dental professionals to instruct, demonstrate and supervise proper oral hygiene procedures utilizing appropriate aids such as tooth brushes, floss, and disclosing tablets. This activity requires reinforcement and repetition for optimum skill development. Contact: Local Health Authority or Local Dental Society.
B-1.(a) NUTRITIOUS AND NON-NUTRITIOUS FOODS i) What is the difference between a nutritious and non-nutritious food? - a nutritious food fits into one of the four food groups - any food that does not fit into a group is called an "extra"	THE VEGETABLE THAT I LIKE BEST IS .....: Ask students to name their favourite vegetable and display in print or picture format. Discuss methods of cooking the vegetable (or eating them raw) in order to encourage those who dislike the vegetable to try it prepared a new way. (The name of another food type could be used instead of vegetable.) WHO AM I?: Divide class into small groups. Tape a picture of a food on the back of one group member who then must guess which food is on his/her back. To get clues the guesser may ask fellow group members questions that can be answered with only "yes" or "no". When the food is identified, another group member has a food picture taped on his/her back until all group members have had a turn.

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
(b) CULTURAL DISHES i) What are some cultural dishes? - Tacos (Mexican) - Pyrogy (Ukrainian) - Wienerschnitzel (German) - Rice and Peas (Jamaican) - Sukiyaki (Japanese) - Spaghetti (Italian) - Roast Beef and Yorkshire Pudding (British) ii) How do foods from other cultures fit into the four food groups? - research will reveal many interesting and different foreign foods that fit into the four food groups	MY OWN CULTURE: Have students research their own cultures regarding specialty foods. Scrapbooks or posters could be made. ETHNIC EATING AFFAIR: Encourage parents to assist in a show, tell-and-taste eating affair of ethnic dishes. Students should be aware of how the dish is prepared, how it tastes, and with what country it is associated. Check for student allergies before proceeding. INTERNATIONAL CUISINE: Plan an ethnic meal. Include foods from all four food groups. Focus on an ethnic group in your classroom. BREADS FROM DIFFERENT LANDS: - Japan - pan - Middle East - pita - Ireland - Irish soda bread - Mexico - tortillas - Africa - cassava - Scotland - scones - India - chapatti - France - pain ordinaire - Native Indian - bannock
2(a) DAILY FOOD REQUIREMENTS (See Curriculum Guide, page 57 and 58)	USING CANADA'S FOOD GUIDE: Using foods and/or models, select serving sizes of foods. Collect the total servings per day of each food group and extras and arrange into a day's menu. Use paper plates to display what each meal will consist of. Do once together as a class and then do in small groups.

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
3(a) DAILY MENUS i) What could a grade 3 student's daily menu plan look like?	WHAT SHALL WE CHOOSE TO EAT?: Using Canada's Food Guide prepare several daily menus in class. e.g. Do one as a large group then have students work in small groups to prepare another. Discuss each of the planned menus considering whether each meal is balanced (something from each food group at most meals) and whether there are a sufficient number of servings of each group. Students requiring more food may increase the size or number of servings or add snacks that are dentally and nutritionally acceptable. PERSONALIZED PLACEMATS: Provide each student with coloured construction paper of placemat size. Have students draw onto their placemat any dishes and cutlery they desire. A balanced meal should then be planned, cut out, and glued or drawn in place. Placemats can be displayed then sent home for use. Their durability improves greatly with lamination. This activity could also be done by creating 3 dimensional food items and gluing them onto a paper plate. TEACHERS' NOTE: Teachers should be aware that what constitutes an affordable diet would vary from home to home and use necessary caution while conducting these activities.

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

BEST COPY AVAILABLE

SUB-THEME(S) C. GROWING UP HEALTHY

Content	Suggested Activities
C-1.(a) FUN FITNESS ACTIVITIES i) What are some classroom fitness activities? To do alone or in groups: - stretch and turn; twist and turn; bend and twist; sway and swing ii) What are some fitness activities for the gymnasium? To do alone or in groups: - walk; jump; leap; run; start/stop; change directions; gallop; slide; skip; hop iii) What are some playgournd activities? - bouncing objects; throwing ball; kicking ball; skipping; playing tag	BOOKLET OF EXERCISES: Have students demonstrate various exercises to the class. They could compile a book of exercises by drawing pictures to demonstrate the techniques. Send the books home at the conclusion of the theme. START THE DAY OFF RIGHT: Throughout the year have students take turns leading the class in a daily exercise JOGGING/WALKING SNAKE: Start with the head of a friendly mascot class snake. For each kilometre walked or jogged, the students may add a body part (determine how many centimetres of snake equals distance of exercise) HOW DO YOU FEEL?: Have students sit in a circle and talk about the feelings they get after exercising (alone or in groups). THE HEALTH HUSTLE: Start a morning fitness session for your class or the whole school. Put on music for various moods, ranging from fast to slow, and lead students in a variety of movement exercises. RUN ACROSS CANADA: Each lap around the gym equals one kilometre. Have the class total the distance each student has run and see how far across Canada they ran in: - one month; - two months.
4(a) HOW OTHERS VIEW US (See Curriculum Guide, page 59)	HAPPY FACES: Have each student draw a "Happy Face" with a rule for cleanliness underneath. Attempt to have a different rule for each face. Display the faces.

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

BEST COPY AVAILABLE

SUB-THEME(S) D. DISEASES AND DRUGS

Content	Suggested Activities
D-1.(a) PERSONAL HEALTH PRACTICES (See Curriculum Guide, page 60)	THIS IS THE WAY I WASH: Demonstrate ways to wash hands and face, care of fingernails, use a towel and washcloth to dry skin. ROUNDS: Have students sit in a circle. Each student thinks of an object his/her hands touch during a day. The teacher starts.... "a pencil", and around it goes. Discuss the reasons it is important always to wash one's hands, especially before meals.
(b) THE BODY FIGHTS GERMS (See Curriculum Guide, page 60)	"HEALTH STYLES": What activities do you do within your own life that would reduce the risk of illness and promote positive health practices. Discuss as a class.
2(a) WHEN TO USE MEDICINES AND DRUGS (See Curriculum Guide, page 61)	TAKING PRESCRIBED MEDICINE: Role play obtaining a prescription from a physician, purchasing the medicine, and following directions. PRESCRIPTIONS: Discuss why it is necessary for doctor's to prescribe certain drugs.
(b) REFUSING SUBSTANCES FROM STRANGERS i) <u>Who should help us take medications?</u> - take medication only under parent, guardian or nurse supervision - never accept substances from strangers	A SICK CHILD: Have a community health nurse visit the class to talk about various procedures followed in their home when someone is sick. NO SUPERVISION: Divide the class into small groups. Begin a story of a child who takes medication without supervision. Have groups invent ending. Share the responses.

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

BEST COPY AVAILABLE

SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Content	Suggested Activities
3(a) HEALTH HAZARDS OF SMOKING i) Why is smoking harmful? - main cause of lung cancer - linked to pulmonary emphysema and chronic bronchitis - linked to coronary heart disease - public exposure to air pollution from tobacco smoking	ADVANTAGES TO BEING A NON-SMOKER: Discuss the positive factors of being non-smoker. For example, reducing the risk of health hazards (lung cancer, heart disease etc.) and reducing the amount of environmental pollution. Emphasize the fact that non-smokers are a majority (60%).
E-1.(a) SAFETY IN ACTION i) What are some changes in the environment? - snow; ice; lightning; fog; rain; smog; fire; wind	WEATHER FORECASTERS: Have students form groups representing the different weather changes in the environment. Each group tells about safety rules to follow and clothing needed for the occasion. WEATHER EXPERIENCES: Have students relate stories to the class involving experiences of safety and different environment conditions.
(b) PERSONAL SAFETY PRACTICES i) What are some good safety practices? - uses seat belts; chews food well before swallowing; avoids dangerous situations; learns to use matches responsibly with supervision; avoids fallen electrical lines; uses electrical outlets cautiously; ensures that areas are safe for swimming and other recreational activities; awareness of hazards when flying kites; use mouth-guards and helmets when appropriate	SAFETY POSTERS: Have students draw various dangerous situations they might encounter. Discuss the situations and share thoughts with the class. MAKING THE WORLD KID-PROOF: Ask students to plan a world that would be safe for any child no matter what the age. PREVENTING DENTAL INJURIES: Discuss the importance of mouth guards in sports. Show pictures of intra-oral mouth guards and face masks. Perhaps have an older student in grade 5 or 6 come to tell the class why and when they wear a mouth guard and/or mask.

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
(c) COMMUNITY AGENCIES (See Curriculum Guide, page 63)	SYMBOLS OF SAFETY: Have students work in small groups to make hats, badges, etc. representing the various individuals in the community who care for our safety. BLOCK PARENTS: Have block parents come to the class to discuss their roles in the community. BE WATER WISE: Invite a qualified swim instructor to the class to talk about pool and water front safety. Also, the swim instructor could provide information to the class on where swimming lessons are available.
F-1.(a) ROLE OF DENTAL HELPERS (See Curriculum Guide, page 63)	DENTIST FOR A DAY: Role-play with students the entire scene of visiting a dentist, from the time the appointment is made to the conclusion of the visit. DENTIST IN CLASS: Invite a dentist or his/her assistant to talk to the class about his/her job and the importance of good dental care.
(b) SEEING THE DENTIST i) <u>When should we visit the dentist?</u> - Regular Check-ups	DENTIST MY FRIEND: Have students who have had positive experiences at a dentist's office talk to the class about such items as check-ups, braces, cleaning, etc.

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
- Services provided by the dentist: detection of cavities; filling a tooth; extracting a tooth; cleaning; braces; straightening; capping; false teeth; gum problems - Following a dental injury	DENTAL INFORMATION DAY: Invite a dental professional to visit the classroom to discuss: a. How to make a dental appointment; b. Why and how often children should have dental checkups; c. The dental chair; d. Some of the dental instruments used to check the teeth; e. What happens if a cavity is found; f. How children can look after their own teeth. CONTACT: Local Health Authority or Local Dental Society.
4(a) BECOMES AWARE OF COMMUNITY FACILITIES i) What are some community recreational facilities? Becomes aware of times, locations and costs of: - swimming pools; skating rinks; playgrounds; biking/hiking trails; team sports available in community; organized activities (scouts, cubs, guides, brownies); fishing and boating areas	I DON'T KNOW WHERE IT IS...: Throughout the year visit the community recreation activity centres. Make sure the students learn the cost, time available for use, lessons offered, equipment needs, etc. RECREATION FACILITIES IN OUR COMMUNITY: Draw a community map. Have students mark the community recreation/activity centres. Place the names of students who use the facilities under each location mark.

GRADE 3

THEME: IV BODY KNOWLEDGE AND CARE

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- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care
- THEME V: Human Sexuality

SCOPE OF CONTENT

GRADE 4

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SUB-THEME(S) A. FINDING YOURSELF

Content	Suggested Activities
A-1.(a) RESPECT FOR SELF i) Why should we show respect for self? - unique person; value to family, school and community; things done well; strengths	FOR SALE: Have students write ads to sell themselves to their class. The teacher does the same. Read these to the class anonymously. Have students guess who wrote the ad. A BAG OF STRENGTHS: Have each student work with a large grocery bag, glue, scissors and several magazines. Cover the bag with pictures depicting inner and outer strengths. (Inside of bag - inner strengths, outer bag - outer strengths). Ask students if they wish to share their collages.
(b) SELF CONCEPT i) What external forces determine self-worth? - friends; parents; teachers; classmates; church and community; neighbours ii) What internal forces determine self-worth? - strengths; physical abilities; confidence; intelligence; mental attitude	YOU ARE FRIENDLY: Have each student write his/her name in large letters on a paper bag. Place the bags in front of the class. The class is instructed to write one honest (positive) comment about each student in their row. Have students share comments. Ask students sharing their comments to describe how it makes them feel. WARM FUZZIES: Just like the warm feeling derived from a fuzzy cuddly toy, have students address each other directly with positive comments.
(c) ONGOING CHANGES i) In what ways are you and your classmates constantly changing? - physically; socially; emotionally; intellectually	I'VE GROWN 4 CENTIMETRES: Have students make a chart dividing their sheets into four columns (physical changes, social changes, emotional changes and learning changes). Thinking back to grade one, have students write one comment in each category showing changes. Share charts and discuss.

BEST COPY AVAILABLE

SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Content	Suggested Activities
	LIMERICKS: Have students compose limericks of human changes (physical, social, emotional and learning). Display and share. ALL ABOUT ME: Have students discuss their friends, hobbies, talents, things they do in the community, and their goals. Assemble photographs of their families, friends and themselves and make up a booklet entitled "All About Me". Students then write several paragraphs, describing their life from birth - where they were born, etc. - to the present. TEACHERS' NOTE: This could be a sensitive topic with some of your students. A family unit in today's society can be composed in many ways. Teaching strategy should be planned carefully to take into account all family units, not just the traditional two-parent family unit.
B-1.(a) TYPES OF EMOTIONS i) What are some types of emotions? - fear; anxiety; love; anger; depression; guilt; joy	YOUR FEELINGS ARE SHOWING: Brainstorm with the class how and when we should show our feelings. Some sample situations may be: - you have just received the highest grade in the class - your dog has been hurt. Students might role-play some scenes or select pictures from magazines. TEMPER TANTRUMS: Discuss how young children, even some adults, use temper tantrums to express feelings. Do you know of someone who does? Discuss.

GRADE 4

THEME: I SELF-AWARENESS AND ACCEPTANCE

BEST COPY AVAILABLE

SUB-THEME(S) B. FEELINGS

Content	Suggested Activities
(b) EXPRESSION OF EMOTIONS VARIES i) <u>What are some ways to express emotions?</u> - crying; laughing; singing; dancing; running; teasing; bullying; boasting	I'M ANGRY: Discuss some sensible ways to get rid of angry feelings (exercise, get fresh air, wear off the steam through activity, putting the feelings into words). FEELINGS VOCABULARY: On a chart, develop a list of words students might use in expressing their feelings (sad, nervous, frustrated, happy, excited, frightened, lonely, etc.) SAY IT WITH SIMILES: Have fun with feelings similes. Brainstorm as a class first bringing out all the old expressions such as "mad as a hatter," "happy as a lark," ... etc. Try writing a fun sentence using as many as possible.
(c) RESPONSIBILITY FOR EMOTIONAL EXPRESSION i) <u>What should we consider when expressing emotions?</u> - consideration for others; consideration of self; time and place; result makes you happier; result makes others happier	POSSIBLE SITUATIONS: Discuss situations causing grade four students to show emotions. Have small groups work together to determine how to deal with and express these emotions. They should attempt to use the "feelings vocabulary." GRADE SIXERS: Have older children in the school visit your class to talk about how they have matured in their manner of expressing feelings. What did they do in grade four when they were angry...what do they do now?

GRADE 4

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) C. PERSONALITY

Content	Suggested Activities
C-1.(a) GOOD AND BAD HABITS i) <u>What are some good traits?</u> - consideration for others; respectful treatment of others; honesty with yourself and others; positive attitude ii) <u>What are some bad traits?</u> - actions that bring unhappiness to us and others; disrespect to others; resentment of others; jealousy of others; negative attitude iii) <u>What is personality?</u> - the sum total of who you are physically, mentally and emotionally and spiritually	POPULARITY: Discuss what it means to be "popular". Compile a list of those factors which students think are responsible for a person's popularity. Analyze them critically during an open discussion. SUM TOTAL: Discuss aspects of who we are. Have students reflect about the following: - childhood experiences - behaviour - friends - heredity - handicaps - environment - moods Write a short paragraph about our "sum totals". Have students volunteer to share paragraphs. SCARECROWS: Have two groups make two scarecrows bringing clothes and paper stuffing from home. Make one the "Good Scarecrow" and the other the "Bad Scarecrow". Have each group present their new person to the class describing in detail the qualities of their creation. Discuss which scarecrow would be best to leave in the field with the crows. TRAVELLING POEM: Have students each write one line to a poem about friends. Prior to the assignment, discuss the positive personality traits involved in friendships. The teacher should begin (rhyming couplets or blank verse could be used) "My friend is my pal....."

GRADE 4

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) C. PERSONALITY; D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
	LET'S CREATE: Make up a limerick about some bad personality traits. There once was a girl named Sal, Who constantly fought with her pal, She kicked and she bit Her friend she did hit And now she's a lonely gal.
D-1.(a) OUR ACTIONS AFFECT OTHERS i) How can actions affect others? - teasing; whispering; smiling; listening; fighting; yelling	TAKE A CUE: Role-play situations that have actions that affect others. Discuss how different people would react to these actions. I DIDN'T LIKE IT: Discuss a situation when others made us feel badly by whispering behind our backs. Discuss how one deals with these types of situations.
(b) SHOWING RESPECT FOR OTHERS i) How should we respect others? - feelings (understanding others' feelings) - rights (giving others a chance to speak) - property (returning borrowed items)	MY SHADOW: Have students work in pairs and watch each other for a day to record the ways their partner shows respect for others. Have students write their observations down to share with the class next health period. Direct the activity so that the positive is emphasized. INTERVIEWS: Instruct students to interview another student, parent, teacher and other adults regarding characteristics they like in others (honesty, respecting rights, friendliness, etc.) Share results. Take a consensus of the most common comments.

GRADE 4

THEME: I SELF-AWARENESS AND ACCEPTANCE

BEST COPY AVAILABLE

SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
	FEELINGS: Make up a "Five" line poem on feelings; choose an emotion and describe: Anger frustration, dislike fighting, teasing, yelling unkind, unfriendly alone.
2(a) RESPONSIBILITY FOR ACTIONS 1) How do we show responsibility for our actions? - remember each experience is a growing one - take pride in actions - admit "I DID IT" and why	TAKING RESPONSIBILITY: What would you do if you accidentally broke someone's window? Would you be honest and take the responsibility? Discuss.

GRADE 4

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) A. PEERS

Content	Suggested Activities
A-2.(a) FRIENDSHIP i) <u>What is a friend?</u> - person who makes us happy - person we are proud to be with in all situations - person who is truthful, honest, sincere - person who likes what we like - person who accepts us for what we are	WHAT IS FRIENDSHIP?: Discuss attitudes that are important in a friendship, e.g. forgiving, keeping confidences, observing privacy, or avoiding possessiveness, listening. "A FRIEND IS WANTED": Ask each student to write a want-ad for a friend. After students have completed the assignment, ask the students if they would hire themselves for the position.
(b) NEED FOR FRIENDS i) <u>Why do we need friends?</u> - provide companionship; talk to; play with; listen to problems; supportive; provide lifetime relationships	WHAT FRIENDS DO: Ask each student to draw a picture to illustrate activities friends enjoy together. FAVOURITE CHARACTER: The teacher reads a story. Each student chooses a favourite character. Ask, "Would you like this person to be your friend?" Each student writes a paragraph on why or why not he/she would or would not like the character for a friend.
(c) COURTESY IN FRIENDSHIPS i) <u>How do we show courtesy in friendships?</u> - respect property; respect feelings; respect rights	THE MAGIC WORDS: Discuss personality types...there are the "Give Me People" - no please or thank you ever; the "I Want It People" - they too are selfish, and the "Please, Thank-You Crowd". Have students form three groups. As the teacher talks to each group, students act out mannerisms of the three personality types. Others watch. Discuss aspects of courtesy in friendships and the talks within the three groups.

SUB-THEME(S) A. PEERS

Content	Suggested Activities
(d) SIBLINGS AS FRIENDS i) <u>What are some other friendships?</u> - brothers; sisters	MY BEST FRIEND: Discuss friendships students have with grandparents, teachers, brothers, sisters, parents, animals etc. Have students relate why some of the above people make good friends. FAMILY NIGHTS: Plan ideas for a family night out - activities, games, discussions - that parents and children could do in order to appreciate each other more. MY BROTHER: Invite another teacher or adult to talk to the class about a positive life experience they have had with his/her brother or sister. Discuss how important our brothers and sisters really are to us.
(e) MAKING FRIENDS i) <u>How do we make friends?</u> - get involved in many activities; be a good listener; show concern for others; be cooperative; share; show a positive attitude; be forgiving; be oneself ii) <u>How do we keep friends?</u> - respect for others' property, rights and feelings - being sincere and honest - being oneself	DO YOU REALLY LIKE LIVER? SO DO I!: - make out a sentence completion form to help students get to know each other better. Likes popcorn..... Plays the piano..... Visited Disneyland..... Have students mingle and collect signatures of their classmates who fill the description. Share the results. A WELL-LIKED STUDENT: What personality traits do well-liked students have? A COLLAGE: Make a collage exhibiting characteristics of friendships. Use magazine pictures and advertisements showing people relating in different but positive ways. Discuss.

GRADE 4

THEME: II RELATING TO OTHERS

BEST COPY AVAILABLE

SUB-THEME(S) B. SCHOOL

Content	Suggested Activities
B-1.(a) WORTH OF OTHERS i) <u>What should I remember about new students?</u> - lack friends; are unsure of the situation; lack confidence; feel lonely	I'M NEW AT SCHOOL: Role-play a scene of welcoming a new student to the school (tour of facilities, introduction to students and teachers, learning school rules, etc.). A STRANGER: Discuss personal experiences of situations students have had when they did not know anyone (joined a new club, started swimming lessons, etc.). How did they feel? This also can be extended into a writing activity.
(b) EFFECT OF CLASS BEHAVIOUR i) <u>Who does our behaviour affect?</u> - the whole class; the school climate; the lessons; the teacher	YOU'RE TOO NOISY: Have students volunteer to act as the teacher. They must be prepared to do an activity or teach a short lesson. As soon as they begin, have the rest of the class do other things and not pay attention. Stop! Discuss the situation. How did the student/teacher feel?
(c) RESPONSIBILITY FOR ONE'S OWN BEHAVIOUR i) <u>How is acceptance of responsibility for one's own behaviour shown?</u> - taking others' feelings into consideration before acting - accepting the consequences of actions	SCHOOL RULES: As a class, list the school rules. Have each student secretly analyze the rules they keep or have broken. How did they feel when they broke a rule? Did it hurt others? WHY RULES?: List rules parents must keep when they go to work (on time, responsible, considerate, etc.). Compare these rules to the rules students must keep for their jobs. Why keep rules?

GRADE 4

THEME: II RELATING TO OTHERS

BEST COPY AVAILABLE

SUB-THEME(S) B. SCHOOL

Content	Suggested Activities
(d) BEHAVIOURAL CHANGE i) <u>How can behaviour be changed?</u> - by asking others for help - by setting short and long term goals - by working on short term goals - by constantly checking for improvements	I TALK TOO MUCH: Have students think of a behaviour they could improve. List some of these. Have small groups select one or two behaviours they might change and suggest ways this could be accomplished. Have a sharing time. TIME CAPSULE: Have students each set a short-term goal (something they can work on over a week's time - related to behaviour change). Write these on a small piece of paper, put in a jar, seal and then in a week ask volunteers to exchange experiences.
(e) PRIDE IN SCHOOL i) <u>Why is the school a good place to be?</u> - learning situations; friendships; experiences; growth in abilities; lasting memories	A DISCOVERY: Have groups of students interview the teaching staff about past accomplishments of teams, of past students, of staff, etc., in the school. Reports should be shared with the whole class. WHAT HAS SCHOOL DONE FOR ME?: Sitting in a circle have students list positive experiences of their school days (learned to write, to read, made new friends, etc.).
(f) SCHOOL ACCOMPLISHMENTS i) <u>What contributes to my pride in my school?</u> - hall cleanliness - classroom cleanliness - special events - cleanliness of grounds - school awards (safety) - team awards - individual awards	SCHOOL HISTORY: Have students in small groups research aspects of their school (when building was constructed, by whom, who dedicated, first principal, etc.). Share results in class and ask students to share one with a friend, parent, etc. WHAT HAVE I DONE FOR MY SCHOOL?: Sitting in a circle have students list contributions they have made over the years to their school (wall posters, window decorations, work displays, school concerts - plays, class monitor, etc.). List these and discuss.

GRADE 4

THEME: II RELATING TO OTHERS

BEST COPY AVAILABLE

SUB-THEME(S) A. SELF UNDERSTANDING

Content	Suggested Activities
A-1.(a) SHARING TIME AND TALENTS i) Why is it important to share time and talents? - helps us get to know others - gives us a sense of accomplishment - teaches us skills of cooperation and sharing - starts us on the road to job interests and specialization	TALENTS ARE BEGINNINGS: Survey the class to establish their interests and talents. Make a chart or blackboard list of talents each child feels he/she would be willing to share, or to use to help someone else. SHARING CONTRACTS: Have each child make a contract to share time and talents with someone else during the week. Encourage students to form sharing pairs with classmates, by looking at the talents that have been listed (e.g., Ken may need help building his new model - Dave feels he is good at building models). Children may also choose to help someone at home or in the community. At the end of the week, discuss some of the results of the sharing experiences (see four points in Content Column). Have each child briefly write about his/her own experience. Compare the sharing of time and talents by the students to the sharing of talents among workers in a community. VOLUNTEERS: Discuss with class some of the volunteer jobs in the community. (e.g., Scout leaders, soccer coaches, teachers' aides, auxiliary groups for hospital or nursing homes). Try to find out why people volunteer, and what personal rewards are involved. - Have some students interview volunteers they know, and report back to the class. - Invite some volunteers to speak to the class.

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SUB-THEME(S) A. SELF UNDERSTANDING

Content	Suggested Activities
	VOLUNTEERING AS A CLASS: Have the class experience sharing their group time and talents with another group. Ideas are: - visit a senior citizens' home and sing songs learned in music class. - form pairs with children in kindergarten or grade one class, visit the school library, and read aloud the book chosen by the child. - volunteer to spend half-an-hour picking up garbage on the school grounds.
2(a) RESPECT FOR OTHERS i) <u>What individual differences should we respect?</u> - talents; physical characteristics; physical abilities; mental abilities ii) <u>How do we note the dignity and worth of others?</u> - remember each person is unique - remember each person makes a contribution to society - remember to look for the good qualities in others	APPRECIATION OF CLASSMATES: Give each student a sheet of paper ruled into strips, with every child's name listed at the left. Tell the class that each student is to write one thing for each person on the list - including themselves - that is nice or that they respect about that person. Cindy - is good at sports Sarah has nice hair Have them use ideas related to: - talents - physical characteristics - physical abilities - mental abilities When the sheets are completed, have the student cut them into separate strips, and deposit them in a box. The following day, "mail carriers" can delivery the slips (e.g., Cindy would receive all the comments about herself). Each child then glues his/her own strips on a backing of construction paper.

GRADE 4

THEME: III LIFE CAREERS

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SUB-THEME(S) A. SELF UNDERSTANDING; B. LIFE CAREERS

Content	Suggested Activities
B-1.(a) DEPENDENCE ON OTHERS 1) <u>How do we depend on others?</u> - food - farmer, processors, retailers - clothing - manufacturer, retailers - shelter - manufacturer, builder - health care - health units, doctors, dentists, hospitals - education - schools, teachers	LIFE ESSENTIALS: Divide the class into five groups. Each group attempts to list all the occupations in their communities which deal with their particular "life essential" (food-bakery, butchershop, physician, cannery, etc.). Have each group present their findings to the whole class. If anothers group is able to add items - points could be awarded. Discuss the results.

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
	OCCUPATIONS MAP OF CANADA: Have students research the main occupations of Canada - from coast to coast. Using a large poster map of Canada have the groups record their findings. a. Atlantic Region - fruit grower, miner, fisherman, logger/ lumberjack, dairy worker. b. Central Region - fruit grower, logger/lumberjack, aircraft worker, automobile worker, cannery worker, smelter. c. Prairie Region - grain farmer, cattle farmer, miner, oil worker, gas field worker. d. Pacific Region - fruit grower, miner, fisherman, logger/ lumberjack, cannery worker, vegetable farmer, smelter. e. Northern Region - miner, oil worker, trapper. Discuss dependency. DEPENDING ON OTHERS AT SCHOOLS: List the different workers in a school. Appoint students to interview each worker, asking, "How do you depend on other people so you can do a good job?" When the interviewers report back to class, diagram the interdependencies. Then ask each student to answer the same question for himself/herself, in his/her role as a student. Discuss. Add the "student" to the diagram.

GRADE 4

BEST COPY AVAILABLE

THEME: III LIFE CAREERS

SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
(b) STRIVING FOR INDEPENDENCE 1) <u>How do we strive for independence at home?</u> - chores; homework; taking care of pets	JOBS WE DO ON OUR OWN: Have each student list jobs they have at home, school and in the community for which they are responsible and for which they do not require the help of others (feed my fish, take care of my dog, do the dishes, set the table, clean the chalkboard, keep my desk clean, deliver papers, babysit). Share the responses and compare these responsibilities with tasks for which students were responsible in grade one. ASSUMING A NEW RESPONSIBILITY: Ask each child to think of one responsibility that he/she would like to assume, that he/she does not already have (e.g., getting up in the morning without being called). Then ask each to plan how they will handle the responsibility. If any children are successful in gaining and carrying out a new responsibility, allow them to report to the rest of the class.
2(a) LIFELONG PROCESS 1) <u>What is a career?</u> - a person's occupations over a period of many years - activities performed to earn a living - can include joys and ambitions, and non-paid activities	PARENT INTERVIEW: Have students interview their parents about the phases in their career developments (delivered papers as a child, worked Saturday's at Safeway, worked as a lifeguard during summers, etc.). Share the experiences. WHERE ARE YOU?: Have students decide where they are in the development phases. Discuss how all phases are essential. I DELIVER PAPERS: Have a student who has a paper route discuss the responsibilities and duties.

SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
ii) What are the development phases of a career? - childhood responsibilities; volunteering time; part-time jobs; full-time jobs; re-training needed during one's working life	WORK HISTORY PICTURE: Have each student fold a plain sheet of paper into quarters. Draw a picture in each section, representing: - work done at age five - work done at age seven - work presently done - work the student might do as an adult.
3(a) COMMUNITY, HOME AND SCHOOL TRENDS i) What are some community activities? - sport programs; craft programs; youth and service clubs ii) What are some home activities? - craft projects; family activities iii) What are some school activities? - learning projects; sport programs; craft projects	ACTIVITY BOARD: As a class, compile a blackboard list of activities available for grade four children; - in the community - at school - at home. Then have each student divide a page into thirds and list the activities he/she is presently involved in: at home, at school and in the community. Using a different colour, each student should then choose and write one activity from each of the three groups that he/she would like to do during the next year. MAGAZINES AND HOBBIES: Have students list hobbies they would like to learn more about. Visit the library, look for magazines, books and periodicals which give information. Group students according to interests for discussion.

GRADE 4

BEST COPY AVAILABLE

THEME: III LIFE CAREERS

SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
C-2.(a) PREPARATIONS FOR THE NEXT GRADE i) <u>What are some student concerns?</u> - subject matter; study skills; friends; homework; tests and evaluations ii) <u>What grade four skills will be useful in grade five?</u> - good listening skills - good communications skills (writing, spelling, speaking) - knowledge of numbers and facts - process skills in science and social studies - physical skills - efficient use of class time - responsibility for completing work (homework) - organizational skills (desk, notebook pages, skill in working with others)	DEAR TEACHER: Have each student write a letter to a grade five teacher, asking a specific question that they have about grade five. Arrange for the teachers to visit the class and orally respond to the concerns expressed in the letters, without revealing the names for the letter writers. I'LL NEED TO SHOW I CAN: Brainstorm with students all the skills they can think of that they have used or learned in grade four. Individually or in groups, make posters of grade four skills that will be needed in grade five. Display.

GRADE 4

THEME: III LIFE CAREERS

BEST COPY AVAILABLE

SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
A-1.(a) FUNCTION OF BODY CELLS 1) What are some types of body cells? - muscle cells; blood cells; skin cells; nerve cells	MICROSCOPIC VIEW: Through a microscope (power of 10X) view blood or skin cells. SNOWBALLING: Discuss how a cell begins as a microscopic object, keeps reproducing until it forms tissues and then organs. Continue the discussion until an overview of the body and its major organs is established. This will prepare the basis for then studying specific organs. FEEL YOUR MUSCLES: The only cells which contract are muscle cells. Have students feel this contraction. Discuss the heart as a muscle. NERVE CELLS: Compare our nerve cells to wiring system in a home. They transmit signals to the brain like a light switch transmits signals for electricity.
2(a) SENSE OF BALANCE 1) What are some of the major body parts which contribute to our sense of balance? - ears; eyes; muscles; nerve endings (all coordinated to the brain)	WALK A LINE: Demonstrate what happens when our eyes are covered and we have to walk on a narrow surface. WORKING TOGETHER: Discuss how many senses work together to give body balance. I LOST MY BALANCE: Talk of experiences where students lost their balance (reasons, outcomes).

GRADE 4

THEME: IV BODY KNOWLEDGE AND CARE

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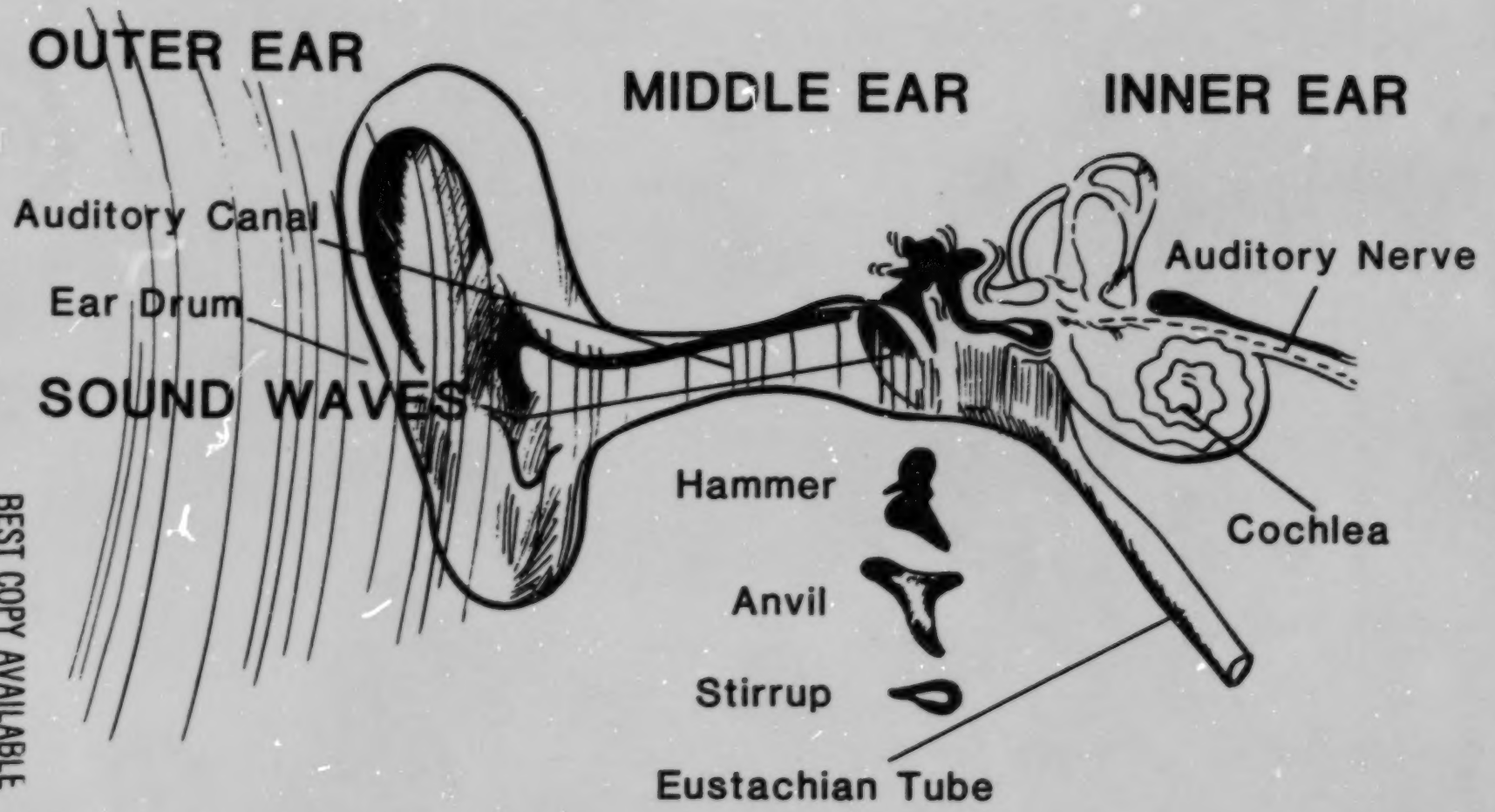

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Courtesy, Ottawa Board of Education

SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
(b) THE EARS AND EYES i) What is the purpose of the ear? - enables us to hear; contributes to the sense of balance ii) What is the structure of the ear? - the outer ear - sound enters - the middle ear - bones of ear located between ear drum and middle ear - sounds transmitted - the inner ear - sensory cells are located - sounds interpreted by brain iii) How do we care for our ears? - washing with soap and water - avoiding sharp objects in or near the ears - avoiding loud noises - seeing a doctor when wax build-up is abnormal or when a problem arises iv) What is purpose of the eyes? (See Curriculum Guide, page 80) v) What is structure of the eyes? (See Curriculum Guide, page 80) 3(a) MAJOR BODY ORGANS i) What is a body organ? (See Curriculum Guide, page 80)	WITHOUT EARS: Imagine a world without sounds. Discuss. A HEARING TRIP: Take a walk through the school and playground asking students to listen for all the sounds. Discuss the results when you arrive back in class. MIRACLE OF EARS: Have a health nurse visit the class to talk about the unique process of hearing and the care required to preserve this process. The diagram (page 111) of the ear may be useful. THE IMPORTANCE OF HEARING TESTS: Discuss the procedure involved in hearing tests, and their importance. BLIND CLASS: Have students blindfold each other's eyes. At a signal, have them walk about - find their desks, write on the board, etc. Discuss the importance of eyes. MIRACLE OF VISION: Have a health nurse talk to the class about the unique process of seeing and how care must be taken to protect one's eyes for a lifetime. THERE'S SOMETHING IN MY EYE: Role-play the correct methods of removing a particle of sand or dust from the eyes. HUMAN TORSO: Have students sit on the floor in a semi-circle. As the teacher points out major body organs (i.e. the heart) students should point to their corresponding body organs.

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
ii) What are the names of the major body organs? - brain; heart; lungs; stomach; liver; small intestine; large intestine; uterus; kidneys; skin	COMPARE TO A CAR: Discuss how the body is unique and needs to function as a unit. Have students relate problems their parents have encountered with cars and what it means to the whole family.
(b) DIGESTIVE SYSTEM (See Curriculum Guide, page 81)	I FOUND MY STOMACH: Have students trace the digestion of food. The esophagus can be felt after a swallow of cold water; the stomach between the ribs and waist; the small intestines directly below the navel; the large intestines below the waist. The activity sheet (page 114) on the digestive system may be useful in this activity. TRACING BODY SHAPES: Have students working in pairs trace their body shapes and draw the main organs of digestion. A HEALTHY SYSTEM: Discuss how we keep our digestive system healthy. Focus on eating habits and activities to promote regularity and optimal digestion.
(b) URINARY SYSTEM (See Curriculum Guide, page 82)	COME IN TWO'S: Discuss why some organs come in two's (lungs, ears, eyes, kidneys, etc.). IMPORTANCE OF KIDNEYS: Have students point to their kidneys in the lower back. Discuss the kidneys as a filter system. What happens when kidneys malfunction? Discuss kidney transplants and machines used to help kidneys function.

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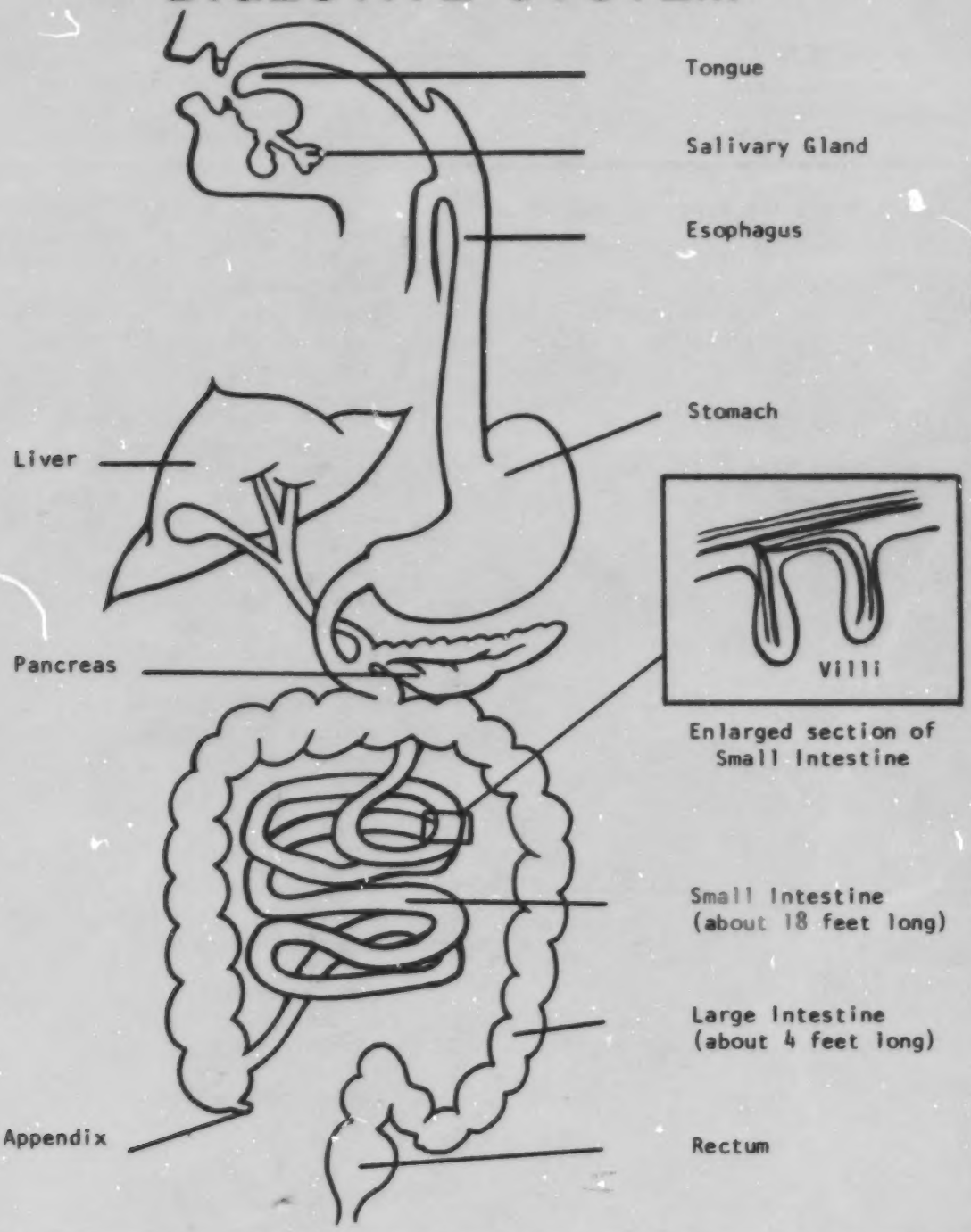
DIGESTIVE SYSTEM



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STUDENT ACTIVITY

1. Number the following in correct order to show the proper sequence of food through the digestive tract. _____ Stomach _____ Mouth _____ Small Intestine _____ Esophagus _____ Large Intestine.
2. The _____ and the _____ are two glands that send juices into the small intestine near the stomach.
3. Finger-like projections in the small intestine are called _____.

Sample page from The Human Body For Grades 5-9. Courtesy, Milliken Publishing Co.

SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
	THE BLADDER: What tells us our bladder is full? Discuss the importance of the brain and the ability of the bladder to stretch. Have students guess how large the bladder might be (size of a grapefruit).
(c) LIFETIME DENTAL CARE i) What are some good dental rules to follow? - daily brushing and flossing removes plaque and minimizes gum problems - good diets - Canada's Food Guide - use of fluorides - regular dental visits	POSTER AND REPORTS: Have students work in small groups to research aspects of dental care. They should make a poster to accompany their report and where possible have a visual demonstration (brushing, flossing, what is plaque, good foods, etc.) WAYS TO CLEAN TEETH: Have students work in groups to come up with as many ways as possible to clean teeth. Rinsing is recommended when toothbrush is forgotten. - brushing - flossing - visiting dental professionals to have teeth cleaned. Have children keep toothbrushes in class. Supervise the students while they brush their teeth daily after lunch to practise proper techniques. Note: Ask Local Health Unit about source of toothbrushes and proper care of toothbrush and paste.

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
(d) SPECIALIZED DENTAL CARE (See Curriculum Guide, page 83)	WHAT A SMILE!: Make a bulletin board display showing beautiful smiles versus unattractive smiles (e.g. choose children and adults with a beautiful smile and colour in some of their teeth black). Discuss results. PERSONAL EXPERIENCES: Have students who have had specialized dental care discuss their experiences (the problem, its course, how corrected, etc.) DOES FLUORIDE REALLY WORK?: Use the following egg experiment as a class project to demonstrate the effectiveness of fluoride protection. Supplies: - two eggs - two large cups or beakers - vinegar - liquid fluoride solution (0.2%) Method: a. Completely submerge one of the eggs in the fluoride solution for 10 minutes. Let the egg dry. b. Fill two beakers with vinegar. c. Place the treated and untreated eggs in separate beakers of vinegar. Results: After a few minutes the untreated (unpainted) egg will begin to bubble. The treated egg is unaffected. The bubbles appearing around the untreated egg indicate the shell is beginning to break down, while the treated egg is protected and unaffected. Note: Contact the local health unit for sources of liquid fluoride.

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SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
B-1.(a) NUTRITIOUS FOODS i) What is nutritious food? - supplies essential substances to the body that allow us to grow and give us energy to work, play, and maintain health	FOOD PUZZLES: Have students make up short puzzles or riddles about a type of food. Classmates try to guess the food and name the food group it comes from. Competition could be set up between the rows. Example: When raw I am a dark red colour; as I cook I turn browner and browner. (e.g. beef from the meat food group)
(b) CLASSIFICATION OF FOODS (See Curriculum Guide, page 84)	NAME THE FOOD GROUP: Distribute 5 coloured cards (8cm x 13cm) to each student. Ask them to label them as follows: blue - milk and milk products red - meat and meat alternates yellow - breads and cereals green - fruit and vegetables purple - extras As the leader/teacher holds up a food model, the students decide to which food group it belongs and hold up the correctly coloured card.
(c) FUNCTIONS OF FOODS i) What are the functions of food? - Breads and Cereals - give us energy. - Fruits and Vegetables - provide health protection. - Milk and Milk Products - body builder (bones and teeth) - Meat and Meat Alternates - body builder (muscles and tissues)	NAME THAT FUNCTION: Use the coloured cards as described in the suggested activity "NAME THE FOOD GROUP". On the back have students write the functions of the food groups. Play the same game, but as a food model is displayed students should hold up a card to indicate which function is performed. PLANTING SEEDS: Plant seeds under different environments such as without water or without sunlight. Compare. Observe growth of plants using soil with varying amounts of nutrients (e.g. too much, too little, just right). Compare this to your own eating habits.

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THEME: IV BODY KNOWLEDGE AND CARE

Individual Profile Chart
Foods I Have Eaten

FOOD GROUPS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAD AND CEREAL					
FRUIT AND VEGETABLE					
MILK GROUP					
MEAT GROUP					

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Name _____

Courtesy of School District No. 41 (Burnaby)

SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
	USING ENERGY: Have everyone stand up and do their favourite exercises (jogging, hopping, push-ups). Discuss how body fuels give us the energy we need.
2(a) ACTUAL DAILY REQUIREMENTS (See Curriculum Guide, pages 84 and 85)	WHAT DID I EAT TODAY?: Provide students with diary sheets. Ask them to write down everything they ate for one or two days. During class ask students to compare what they actually ate with the guidelines found in Canada's Food Guide. Discuss. The Activity Sheet on page 118 may be useful for this activity. TEACHERS' NOTE: Students should not be asked to share their food diaries with anyone.
3(a) PLANNING A BALANCED BREAKFAST i) Why is it important to eat a balanced breakfast? - daily food intake must be distributed throughout the day - we must "break" the fast ii) Why are nutritious snacks important? - nutritious snacks complete the energy requirements of Canada's Food Guide	BALANCING ACT: Divide the class into small groups and provide each with 8-10 food models or pictures of foods from magazines. Ask the group members to choose foods that will fit together to make a balanced breakfast. If there are enough food models some groups could explain to the class which foods were chosen and why the meal is balanced. SNACKING BOOK: Have students suggest nutritious snacks (collect ideas from parents, grandparents). Prepare a snack recipe booklet for students. NUTRITIOUS SNACK OF THE DAY: Have each student prepare a 30-60 second advertisement for a favourite snack. Each day have one advertisement read out to the class or to the school, using the P.A. system.

SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
(b) CHOOSING FOODS 1) When could we eat foods that are classified as "extras"? - when the daily requirements for Canada's Food Guide have been fulfilled and additional intake of sugars and/or fats would not be harmful ii) What should you do to have a balanced breakfast? - get up a little earlier - help plan and prepare breakfast	THE BEST TREATS: Have the class prepare a bulletin board display entitled "TREATS THAT ARE GOOD FOR YOU". The snacks must be both nutritionally and dentally acceptable, therefore encourage students to discuss with the teacher the nutritious snacks they decide to choose. THE FIRST MEAL IS THE BEST MEAL: Plan a breakfast at school. Each student could bring his/her own or everyone could share one large breakfast. The menu might be: #1 orange juice whole wheat toast/ bread peanut butter milk OR #2 orange sections scrambled eggs or hard boiled eggs whole wheat toast/ bread milk

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) C. GROWING UP HEALTHY

Content	Suggested Activities
C-1.(a) PERSONAL FITNESS ATTITUDE 1) What are some of the important components which contribute to good health? - exercise; rest; adequate sleep; weight control; nutrition; daily vitality; positive outlook on life	HEALTHY BODY-HEALTHY MIND: It is often said that a healthy body is necessary in order to have a healthy mind. Have one group define this statement. Then have two other groups debate it while the first group acts as judges. DAILY HEALTH PROGRAM: Have students develop a daily health program on prepared time sheets (morning, school hours, after school). Have them chart their goals for one week - when they will exercise, rest, go to bed and eating times. Share results with fellow students. MY HERO: Have students identify people in sports they admire. If pictures are available, bring them in and pin them up. Have several groups consider such points as this person's probable - diet, exercise program, sleep and rest patterns, personality (emotional state) etc. Share answers.
3(a) ELEMENTS OF GOOD POSTURE (See Curriculum Guide, page 86)	POSTURE POLICE: Have students practice sitting, standing and walking using good posture. Make three or four students posture police to watch for incorrect postures.
(b) IMPORTANCE OF GOOD POSTURE (See Curriculum Guide, pages 86 and 87)	MS. POSTURE AND MR. SLUMP: Have students work in pairs. One is Ms. Posture and the other Mr. Slump. Have the class watch as both walk into the class - one poised and confident and the other in poor form. Discuss how they looked and what it did for their confidence.

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THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) C. GROWING UP HEALTHY

Content	Suggested Activities
4(a) SKIN, HAIR, NAILS (See Curriculum Guide, page 87)	OUCH!: Have students gently pull out from their heads one hair and examine it for the root and shaft. Discuss the purpose of the root (compare to a plant) and its job in sending oil to the shaft. SKIN - THE NATURAL HEALER: Discuss the great job the skin does in healing. Have students relate experiences of cuts and bruises. Does anyone have a cut or bruise now? Have students draw pictures of the wound. In a few days compare the sore to their pictures. What has happened?
(b) HAIR WASHING (See Curriculum Guide, page 87)	IS MY HAIR DIRTY?: Discuss how we know when our hair needs washing.
(c) NAIL CARE i) How do we care for fingernails/ toenails? - use emery board for shaping; use scissors to trim edges to round for fingernails and straight across for toenails; clean with nail brush; watch for ingrown toenails	WHAT'S AN EMERY BOARD? If possible, give each student a small emery board and have them shape their nails. Discuss the purpose of shaping, of using scissors and items like nail brushes, etc. A HANGNAIL: Discuss the causes and care of hangnails. Have a student relate personal experiences. AN INGROWN TOENAIL: Who has had one? Discuss what causes ingrown toenails and their painfulness.
(d) EFFECTS OF NUTRITION ON APPEARANCE (See Curriculum Guide, page 88)	BRITTLE NAILS: Have students examine their fingernails. Put three categories on the board "Brittle", "Soft", "Spotty". Have students place their names under the appropriate column. Discuss what components of a balanced diet contribute to good healthy nails.

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) C. GROWING UP HEALTHY; D. DISEASES AND DRUGS

Content	Suggested Activities
	Also discuss myths related to diets and nail care (i.e. it is a myth that gelatin will help to grow nails).
D-1.(a) COMMUNICABLE AND NONCOMMUNICABLE APPEARANCE (See Curriculum Guide, pages 88 and 89)	SHARING EXPERIENCES: After brainstorming with the class regarding the types of communicable diseases and listing their responses (chickenpox, diphtheria, measles, mumps, polio, scarlet fever, smallpox, whooping cough, colds) have students share experiences of having had some of the diseases. MAKING YOUR LIFESTYLE BETTER: Assess the different aspects of your lifestyle which you would like to improve. For example, exercising more regularly, eating balanced meals, getting about 8-9 hours of sleep. Make an agreement with a fellow student on the behaviours you wish to modify. After two weeks meet with your partner again to see if you were successful. Have partners be active supporters of the behaviours the students are trying to modify.
(b) CAUSES OF DISEASE (See Curriculum Guide, page 89)	HEALTH NURSE: Have a nurse talk about what students can do to remain healthy; how disease spreads; how disease is caused; and how to prevent and control disease.
2(a) DRUGS - EFFECTS AND USE 1) <u>What are prescription drugs?</u> - substances which a doctor directs a patient to use or take as a treatment for illness	TV COMMERCIALS SELL: Have children talk about TV commercials. For each commercial ask the class to identify how the ad is trying to influence us. In what other ways are we influenced? Discuss drugs in this perspective.

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THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) D. DISEASES AND DRUGS

Content	Suggested Activities
ii) What are non-prescription drugs? - personal remedies; not always needed to improve health; sometimes associated with personal pleasure	A PHARMACIST: Invite a pharmacist to discuss the procedure for taking prescription medicine (following doctor's order, filling the order, etc.). Discuss non-prescription medicine and its purposes.
(b) TYPES OF DRUGS i) What are some types of prescription drugs? - antibiotics - penicillin; pain killers	A DISPLAY: Set up a bulletin display or mobile of empty containers for non-prescription drugs. Each time a new item is added discuss its effects on the body. GROUP ACTIVITY: Working in groups have students cut out pictures from magazines of people taking certain non- prescription drugs. Discuss drug type, reason person might take the drug, etc.
ii) What are the types of non-prescription drugs? - aspirin; inhalants; alcohol; caffeine; tobacco; cough syrup; vitamins	
3(a) WHY PEOPLE USE DRUGS (See Curriculum Guide, page 90)	SHEEP: Do we have to follow the crowd? Discuss or research historical and contemporary figures who excelled without having to be sheep.
(b) CAFFEINE - EFFECTS AND USE i) What products contain caffeine? - tea; coffee; soft drinks; analgesics	BUT ADULTS ALWAYS DRINK IT: Discuss caffeine as a drug. Have students understand that drugs are addicting and often once we start it is difficult to quit. COST CALCULATION: If someone drinks two cokes a day at 50¢ a tin = $1.00 a day which = $7.00 a week which = $365.00 a year. What other things could you buy in a year if you didn't have this habit?

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Content	Suggested Activities
ii) What are the effects of caffeine? - is a stimulant; increases blood circulation; increases nervousness; can cause loss of sleep; may lead to headaches; may lead to digestive disturbances	POSTER DISPLAY: Have students discuss the effects of caffeine addiction. Working in groups have them devise a poster depicting one effect on the human body. Discuss the results. HEALTH NEWSLETTER: For part or all of the school year, plan a class health newspaper. Students could contribute written articles, healthy advertisements, and pictures.
E-1.(a) PEDESTRIAN SAFETY (See Curriculum Guide, page 91)	TAKE A WALK: Walk with the class through various street situations (busy areas, construction, roadways) showing good pedestrian rules. MAKE POSTERS: Draw pictures depicting good pedestrian safety. Display.
(b) SAFETY PROCEDURES AT HOME AND AT SCHOOL i) What are some safety procedures for home and school? - safe use of matches and cleaning fluids - fire and safety regulations - safe use of electrical outlets - care when using sharp tools ii) What safety equipment could be used? - helmets; life jackets; mouth guards	FIREDRILLS: Have students plan with their parents possible fire safety procedures for their homes. CAUSES OF FIRES: Make a poster of the causes of fires and list preventions. FIRE: Role-play scenes of appropriate behaviour when you notice a fire or should catch on fire. EMERGENCY SAFETY EQUIPMENT: Have students identify emergency safety equipment at home and in the school.

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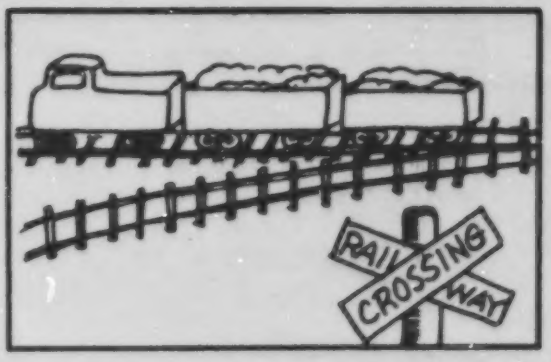
THEME: IV BODY KNOWLEDGE AND CARE

Safe and Unsafe Play Areas:(Grade4)



This is a (safe, unsafe) play area

because

This is a (safe, unsafe) play area

because

This is a (safe, unsafe) play area

because

This is a (safe, unsafe) play area

because

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Courtesy of School District No. 41, (Burnaby) B.C.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
(c) COURTESY i) What are some safety rules for riding on a bus, subway, train, or plane? - wait on sidewalk, not on roadway; have ticket or pass ready; wait for people to dismount before boarding; avoid pushing; avoid rough play; keep arms inside (bus); don't throw objects out ii) What are some safety rules for riding in a car? - seat belts; courtesy to driver; appropriate car activities	ROLE-PLAY: Prepare situations of mounting and dismounting a bus, train, subway, plane (carrying things, in line-ups, etc.). BUS BEHAVIOUR: Discuss appropriate behaviour when riding in a bus. CAR BEHAVIOUR: Put four chairs together and demonstrate the "do's" and "do not's" of riding in a car. BUCKLE UP FOR SAFETY: Use a parked car to learn use of seat belts. TO TELL THE TRUTH: Have a bus driver visit the class to talk of various experiences. How could you encourage a safe environment on buses when you go to school? SAFETY ATTITUDES: How do your friends and parents influence your safety attitudes and behaviours? How do you influence others' safety attitudes and behaviours?
(d) RECREATION AND SAFETY i) What are some playground and park safety rules? - being cautious of strangers and animals - appropriate safety behaviour - appropriate use of equipment - retrieving balls safely from traffic areas	SAFE PLACES: Discuss safe locations for such activities as roller-skating, skate boarding and playing games. GET THE BALL: Role play scenes of safe ways to retrieve balls from traffic areas. EMERGENCY ADDRESSES, NAMES, PHONE NUMBERS: Prepare individual emergency directories. THE EMERGENCY DOOR: Discuss emergency exits on public transportation.

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THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
	STRANGERS: Have a police officer visit the class to talk about possible dangers and procedures to follow when approached by a stranger.
ii) What are some water safety rules? - lifeguard on duty or adult supervision; swim with a friend; no horseplay; take swimming lessons	SAFE AND UNSAFE ACTIVITIES: Team "1" lists all the fun and approved activities for playgrounds. Team "2" lists all the unsafe activities. Why are these activities unsafe? A FIELD TRIP: Visit a playground and/or swimming pool. Have students observe correct procedures for equipment use and rules to observe.
(e) BICYCLE SAFETY (See Curriculum Guide, page 92)	BICYCLE TRIP: Have students take bicycles on an outing through the community. Stop to discuss correct procedures along the way. BICYCLE CERTIFICATION: Have the local police department assist in bicycle certification. Set rules similar to obtaining a driver's licence. Bicycle licences could be issued and officially signed.
2(a) BASIC FIRST AID AND LIFE SAVING i) What are some emergency situations? - stopping breathing; poisoning; burns; bleeding; choking; falling; frostbite; sunburn	GUEST SPEAKER: Invite a member of the St. John's Ambulance Association or a member of the Red Cross to talk to the class about first-aid and lifesaving. EMERGENCY NUMBERS: Post emergency numbers on a large chart. Periodically ask students to put their heads down and call out one person from each row to recall such numbers as the police station, fire department or hospital.

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THEME: IV BODY KNOWLEDGE AND CARE

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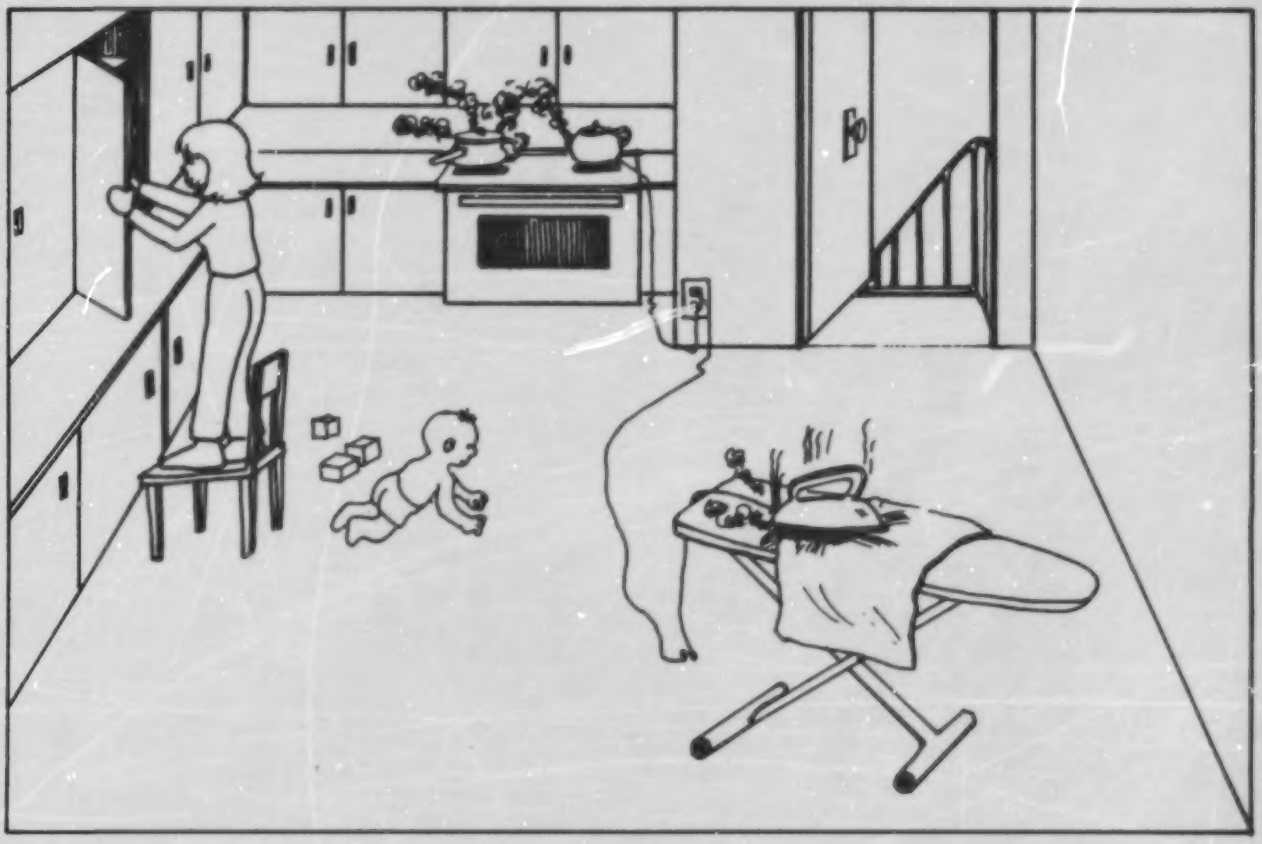
Safety at Home

Directions:

Mark three hazardous situations. Tell how you would correct these dangers.



Courtesy of School District No. 41 (Burnaby) B.C.

SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities

ii) <u>What are some emergency procedures?</u>
 	
Seek immediate help if possible:
 	
- sunburn - get out of the sun; cool skin with water
- cuts - clean areas with anti-septics; bandage
- choking
  - blows to the upper back with the heal of one's hand; if this does not work then use Heimlich Maneouver
  - (bear hug) - stand behind victim; wrap arms around waist, make a fist and grasp with other hand, press upward forcefully and quickly on stomach area below ribs and above navel
- poisoning - call nearest poison control centre or hospital emergency for advice, check label for emergency instructions and keep the bottle to bring to the hospital
- frostbite - warm water on area, if conscious give person warm liquids, to avoid further tissue damage do not massage affected area
- burns - cold water
- bleeding - clean wound with water, apply bandage with clean dressing, direct pressure on wound, elevate
- nosebleeds - sit down, tilt head slightly forward, pinch nose, hold for 10 minutes to allow clot to form, if bleeding persists seek medical attention.
	WHY DO WE STOP BREATHING?: List all possible reasons why people stop breathing. Discuss procedures to follow if this occurs.
	
	MY DOCTOR IS...: Have students learn their doctor's name and phone number.
	
	HOME CHECK: Have students and parents do an inventory of basic first-aid items in their homes.
	
	EMERGENCY!: Working in small groups give each group an assignment. (What do you do if someone has a sunburn, falls down, chokes, etc.?) Have students discuss the procedures and report to the class. Others should listen and vote on whether all facts were covered.
	
	ABC's OF SAFETY: Discuss the first steps to be taker if a person requires first-aid treatment:
	
	A - Airway (check to make sure it is clear.)
	B - Breathing (check)
	C - Circulation (Is the heart beating?), (Is there a pulse?) (Is the person bleeding?)
	
	FIRST AID GUEST: Invite a member of the Red Cross, St. John's Ambulance, a lifeguard or a medical practitioner to assist the class in basic artificial respiration skills. Discuss the importance of promptness.

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
iii) What should be done when breathing stops? - apply artificial respiration by doing the following: - lie person down on neck; clear mouth; tilt head back (put towel under neck so mouth opens by itself) pinch nose; put mouth over victim's; blow in air until chest arises; release nostrils; air escapes; chest falls	FIRST AID DEMONSTRATIONS: Have students demonstrate what to do if someone has a minor cut; if someone is bleeding or has choked; if someone has frostbite or has stopped breathing. Have fellow students critique the demonstrations. TEACHERS' NOTE: Teachers should be knowledgeable in basic first-aid procedures (including artificial respiration) before teaching this section.
F-1.(a) PRIMARY SUPPORT SYSTEMS (See Curriculum Guide, page 94)	IT'S OKAY TO CRY: Discuss this statement. Can boys cry too? Discuss experiences where the teacher and students have cried. PROBLEMS OF A FOURTH GRADER: Brainstorm with the class typical problems of someone in grade four. Put the class in small groups. Have groups review one or two of the problems using the following format: a. - identify the problem b. - suggest alternative solutions c. - predict outcomes, positive and negative d. - anticipate feelings and values e. - select a solution and act on it (making a decision) f. - evaluate the solution Discuss the results as a class. NOT ALWAYS ALONE: Discuss the people we should approach first when we are unhappy or need to solve a problem. Show that a problem has degrees and may require more and more specialized help.

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THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
	TROUBLED???: Establish a bulletin for names of people and agencies who are able to help students and families with problems. ANONYMOUS: Problem Box - Establish a box where students may drop problems they wish to have answered. Use the first few minutes in health classes to read and obtain class suggestions. (Keep in mind the problem-solving format.) WHAT DO I SAY FIRST?: Role-play an imaginary situation. One student makes an appointment to talk to the teacher after school. Later the student comes back, sits down, states the problem and discusses alternatives with the teacher. Have student list the positive factors of the discussion and review the process involved in sorting out the problem.
3(a) RESPONSIBILITY TO PROTECT AND SAVE (See Curriculum Guide, pages 94 and 95)	TAKING NOTE: Have students work in small groups to make note of how many times a day they use such products as electricity, water, gas, etc. INFORMED ACTION: Discuss what we can do when the environment is being misused (noise, air pollution, water pollution)? Perhaps writing to government agencies for pamphlets and facts would better establish reaction procedures. POSTER CONTEST: Have students create posters on the theme of "Conserving Energy". Invite community representatives of various agencies (4-H clubs, police department, etc.) to act as judges.

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
	HOW MUCH WATER IN A DRIP?: Have students put a container under a dripping faucet. Watch how quickly the container fills. Discuss how much more water could be conserved if we were more conscientious. FAT CATS: Research other countries in the world to see what a wasteful nation we have become. Discuss what Canadians can do for conservation. BUT THERE ISN'T A GARBAGE CAN!: Role-play scenes where a container is not available (at movies, in a bus, on the street, in a store, etc.). What do we do? A GARBATHON: Hold a two day garbathon around the school or in the classroom and save the garbage to show how much we litter and how we throw away items which are still useable.
(d) CLEAN PLAYGROUNDS i) <u>Why should we keep playgrounds clean?</u> - develop personal pride - eliminate accident and health hazards	ANTI-LITTER CAMPAIGN: Have small groups establish school cleanup programs involving the class and the entire school. Discuss the best campaigns. POSTER CAMPAIGN: Establish a panel of judges. Have students complete posters on school ground cleanliness. Display and wear ribbons accordingly. CLEAN-UP CHALLENGE: Issue a challenge to other classes for school clean-up campaigns.

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GRADE 4

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) A. PUBERTY

Content	Suggested Activities
A-1.(b) What are the changes from childhood to adulthood? - rapid growth - changes in body size and weight, facial features - increased maturity in thinking, making decisions, and taking action - home, school, society, have different roles	A TRAIL TO FOLLOW: Have students work in groups to make posters showing changes and interests they will acquire as they reach adulthood, (e.g., buy a car, go to college, eat in restaurants, obtain a job, make new friends, travel.) SINCE GRADE ONE: Create a group exercise dealing with changes since grade 1 in such things as their interests and favourite games. The growth changes (emotional, mental and physical) that have occurred since Grade One is an excellent topic for parent-child discussions.
(c)i What can girls expect? - growth spurts - voice changes - hair grows under arms and around pubic areas - breasts develop - hip development - menstruation begins - acne may appear - emotional changes	A BUZZ SESSION: Have a health nurse talk to the class about body changes. After a general discussion, have boys discuss the changes they may expect. The girls would do the same in separate group (perhaps the nurse could work with one group and the teacher with the other).
ii What can boys expect? (See Curriculum Guide, page 100)	IT IS NORMAL TO BE DIFFERENT: Discuss the need for positive acceptance of the changes, and respect for the feelings of others during this stage of growth.
(d)i What are the growth variations? - girls generally mature more quickly than boys (1-2 years earlier) - the onset of maturity varies greatly within each sex	BIRTHDAYS AND HEIGHTS: Have students record their birthdays and names on the board. Have two girls who have similar birthdates come before the class - compare heights (do so with several pairs spotting variations). Complete the exercise for boys. Then do so with a girl and a boy. Discuss the results. What does this mean? Will Sue always be the tallest person in the room?

GRADE 4

THEME: V HUMAN SEXUALITY

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SUB-THEME(S) A. PUBERTY; B. REPRODUCTION

Content	Suggested Activities
	TEACHERS' NOTE: Teachers should use discretion in conducting activities involving comparison of height or weight of individuals. This could be a sensitive matter with some students. QUESTION BOX: Establish an anonymous question box. Answer questions relating to puberty during each health class.
B-1.(a) FERTILIZATION AND BIRTH i) What roles do parents have in reproduction? - father: sperm - mother: egg cell ii) What is fertilization? - sperm and egg meet - new life begins iii) What is the human embryo? - begins from a single cell (1 cell from the mother, 1 cell from the father) - lives in the uterus of the mother - baby born after nine months gestation	BIRTHS: Compare the differences in animal and human births. Stress gestation periods, care of young and responsibility factors. A MOTHER-TO-BE: Invite a pregnant person to visit the class to talk about her pregnancy and preparations for the new baby.

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GRADE 4

THEME: IV HUMAN SEXUALITY

- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care
- THEME V: Human Sexuality

CONTENT OUTLINE

GRADE 5

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SUB-THEME(S) A. FINDING YOURSELF; B. FEELINGS

Content	Suggested Activities
A-1.(a) "PUT-UPS" AND "PUT-DOWNS" ON SELF AND OTHERS i) What are the effects of "put-ups"? - positive results; self-image raised; self-confidence raised ii) What are the effects of "put-downs"? (See Curriculum Guide, page 103) (b) IMPROVING OURSELVES (See Curriculum Guide, page 103)	"I CAN DO": Have students work on a craft-project at school whenever extra time exists. The objective is for everyone to complete his or her project so each can feel the pride of accomplishment and observe the praise of one's peers. TEACHERS' NOTE: Teachers should focus on the positive aspects and the promotion of self-worth as much as possible. STRENGTHS AND WEAKNESSES: Make a list of five things done well and one thing not done so well. Discuss how using the positive approach not only encourages us to better our strengths, but also to overcome our weaknesses.
B-1.(a) NEED TO EXPRESS FEELINGS (See Curriculum Guide, page 103) (b) EXPRESSING FEELINGS i) How can feelings be expressed? - talking; participating in activities; crying; laughing; singing; running, jumping, walking	BOYS DON'T CRY: Discuss stereotyping with respect to feelings. EXPRESSING YOURSELF: Discuss excuses we all use to try to get out of something we do not wish to face. Which is better - to run and hide or to face reality? Discuss why finding ways to express feelings is the healthy solution. MAKE A LIST: Have students make posters of situations causing negative and positive feelings (low or high marks in school, always slow with work, etc.). Pass the pictures around the class. On the back of each picture have students write down the ways in which feelings might be expressed in each situation. Share responses.

GRADE 5

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) C. PERSONALITY

Content	Suggested Activities
C-1.(a) INFLUENCES OF HUMAN RELATIONSHIPS (See Curriculum Guide, page 104)	I AM I: Discuss the factors that make up who we are (heredity, environment, our wishes and desires, friends, handicaps, etc.). Write a personal biography. Include pictures of the student's family and friends.
(b) INFLUENCES OF SOCIAL AND PHYSICAL ENVIRONMENTS i) How does social environment influence personality? - activities you enjoy doing with others (home, school, community) make one feel good ii) How does physical environment influence personality? - wholesomeness of surroundings - conduciveness towards positive actions - conduciveness towards privacy and feelings of contentment	WHO I TALK TO: Sitting in a circle, have the students name people they talk to in a day (each student takes a turn naming a person). Discuss the importance of communication with others. TOP "20": Discuss the following traits as they relate to our personalities: 1. Attitude 2. Courtesy 3. Dependability 4. Desire to succeed 5. Enthusiasm 6. Foresight 7. Friendliness 8. Health 9. Honesty 10. Initiative 11. Loyalty 12. Morality 13. Neatness 14. Open-mindedness 15. Personal appearance 16. Punctuality 17. Self-control 18. Sense of humor 19. Tact 20. Use of voice

GRADE 5

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
D-2.(a) CONSEQUENCES OF OUR ACTIONS i) <u>What are the positive consequences of our actions?</u> - sense of accomplishment - reflecting and learning from the action - possibly keeps us from repeating the action (if results are negative) ii) <u>What are the negative consequences of our actions?</u> - worry and stress on individual - possible loss of appetite - possible development of emotional problems	THINKING BEFORE DOING: Thinking about the possible consequences of an action is useful in making the "right" decision. Make up several problem situations that Grade 5 students may encounter. In groups have students solve the problem by first analyzing the consequences. Using the following format may be helpful: a. - identify the problem b. - suggest alternative solutions c. - predict outcomes, positive and negative d. - anticipate feelings and values e. - select a solution and act on it (making a decision) f. - evaluate the solution
(b) BUILDING AUTHENTIC RELATIONSHIPS i) <u>What is honesty and reliability?</u> - being truthful with yourself and others - being dependable - being responsible	IN WHAT WAYS AM I RELIABLE?: In groups, have the students list the ways in which they are reliable. Discuss how being reliable helps build up relationships.

GRADE 5

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) A. PEERS

Content	Suggested Activities
A-2.(a) DEVELOPING SKILLS FOR RELATIONSHIPS i) <u>What skills are needed to promote good personal relationships?</u> - keeping secrets; keeping promises; telling the truth; carrying out commitments; not gossiping; being a good listener	TOP TEN: Have students brainstorm qualities we like in others. Write these qualities on the board. Have each student pick ten qualities they value in their friends. Rank the qualities in order of importance. Such qualities might be (sense of humour, honesty, trust, worthiness, sincerity, respectfulness, good listener). Share responses. Write a short paragraph describing a particular quality. MY FAMILY: Discuss ways to get along with one's family and to build authentic relationships. The following suggestions may be considered: a. respecting privacy and possessions of other family members, both older and younger; b. not intruding or monopolizing areas or conversation when others are entertaining friends; c. being ready to give help that you can to any member of the family when it is needed.
(b) DISAGREEMENTS i) <u>How does one deal with disagreements?</u> - talk to person about the concern; think over the situation; discover what went wrong; consult another person for help; agree to disagree; disagree with a person's ideas without disliking him/her	WHAT DO YOU THINK?: Establish four groups to discuss the following topics: 1. Friends should not quarrel or disagree; 2. Friends should help you to grow in some way; 3. Friends' ideas, interests, tastes, and opinions are always the same as yours; 4. As you mature and grow older, you have less need for friends.

GRADE 5

THEME: II RELATING TO OTHERS

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SUB-THEME(S) A. PEERS

Content	Suggested Activities
	Share responses. WHY WE HAVE DISAGREEMENTS: Have students write down why they have disagreements in relationships. List these on pieces of paper and hand in without names. As they are read aloud in class have the students group the causes of problems stated into those related to friendship, home and school. Discuss the results. TYPICAL PROBLEMS: The following problems were rated as the five most typical problems faced by children. Have the class develop their own list and compare. Typical problems children face are: 1. not getting along with others 2. homework 3. lying 4. smoking cigarettes 5. cheating Discuss how one could overcome each of these problems.

GRADE 5

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THEME: II RELATING TO OTHERS

SUB-THEME(S) B. SCHOOL

Content	Suggested Activities
B-1.(a) SUPPORTING SCHOOL PEERS i) What differences do we have? - physical; cultural; racial; value; religious; mental ii) What abilities do we have? - in sports; in school work; in crafts, music, art; personality; in hobbies iii) How can school classmates be supportive? - a team approach (work together for success) - school spirit (work together for enjoyment)	HOW WE DIFFER?: Not only do we look different - but we all have our own unique characteristics. Have students interview five classmates regarding such topics as: religion, race, heritage. Share responses. TEACHERS' NOTE: Teachers should be aware that topics involving religion, race and heritage may prove to be sensitive for some students. TERRY IS GOOD AT: Have each student put his/her name on a sheet of paper and pass it around the room. Each classmate writes something that a person does well, looking for as many positive abilities as possible (swings higher than anyone, runs fast, sings well, sure can draw horses, etc.).
2(a) CHANGING EXPECTATIONS i) What are some changing expectations of grown-ups? - student behaviour; learning; responsibility; personal relationships	GROWN-UPS: Establish four groups (student behaviour, dependability, learning, personal relationships). Have students list the ways grown-ups have changed their expectations of grade five students since grade one. (Student behaviour - leave alone in room now; dependability-given more responsibilities; learning-given homework now; relationships-with a variety of people). Share comments.

GRADE 5

THEME: II RELATING TO OTHERS

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SUB-THEME(S) A. SELF UNDERSTANDING

Content	Suggested Activities
A-1.(a) ACTIVITIES AND INTERESTS i) Why do we have activities and interests? - produce a feeling of achievement - often chosen on the basis of skills and interests - sometimes are related to occupations	PERSONAL ACTIVITY TIMETABLE: Give each child a copy of a timetable for after school activities. Have each student complete the timetable daily, filling in each half-hour slot, and return it a week later. Then have each child: - List activities he/she actually does in a week - Colour an "area graph" for the week, where each segment of colour represents one half-hour of time. For the graph, group the same activities together. (e.g., 'eating' may take a total of five half-hour segments in a week). - Ask children to make some personal judgments about their activities and the time they are spending on them. Do they want to make changes HOBBY FAIR: Have each child choose one hobby or activity that they do and enjoy. Children who have the same hobby may wish to work in a group. Encourage students to bring things from home that they could use in their hobby. Have short, oral presentations. Encourage demonstrations.

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SUB-THEME(S) A. SELF UNDERSTANDING; B. LIFE CAREERS

Content	Suggested Activities
	HOBBIES AND JOBS: Have students ask their parents about their hobbies. Useful questions might be: a. What are your hobbies? b. Are any of your hobbies related to your job? c. Did any hobbies you had when you were younger lead to your job? d. Would you like to make a full time job out of any of your present hobbies? Tabulate the results. As a class, determine how many parents have hobbies and jobs that are related. How many are unrelated? ACTIVITY SHIELD: Use a shield format to have students design their own activity shields. Things I Enjoy Doing (when I have time to spend just as I please) - at home - at school - with my friends - with my family
B-1.(a) COOPERATION AMONG WORKERS i) Why is cooperation important? - task completion is easier - work becomes more enjoyable - we learn from each other	WHAT IS COOPERATION: Ask the pupils to brainstorm the word "cooperation". Ask each pupil to name the first thing that comes to mind when "cooperation" is used. Carry on a divergent discussion about the responses. Be careful not to indicate judgment of quality of answers from pupils.

GRADE 5

THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
	ASSEMBLY LINE SIMULATION: Set up two teams, with an assigned. production task (e.g. making copies of programs for a class presentation to which guests have been invited). One team is to form an assembly line, where there is cooperation and some division of labour. On the other team, each student is to work individually. Allow the cooperation team some time to plan. After a certain amount of time has been spent on the task, stop the simulation process: - which group produced more? - how did members of each group feel while working? - what are the advantages of working together? - what, if any, disadvantages did the cooperation group find, and what are some of their suggestions for ways to overcome these? overcome these? A FIELD TRIP: Take the class on a field trip to a local business firm. Ask them to observe evidence of cooperation among workers. Have students show lines of authority and responsibility of workers. After the field trip discuss with the class their observations. If a field trip is not possible, the school could be used as an example. COOPERATION COLLAGE: Divide the class into groups with 4 students in each. Provide old magazines and one sheet of construction paper per group. Ask them to make a collage of people working together.

GRADE 5

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THEME: III LIFE CAREERS

SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
	When the collages are completed, discuss: - any difficulties experienced while sharing materials among groups. - any difficulties experienced in sharing the work within each group. - reasons why it is important to know how to cooperate.
(b) QUALITY OF WORK i) What can you do for your home, school and community? - do best job possible; be dependable; be trustworthy and honest ii) What is a teacher-student relationship? - same as employee-employer - students have a responsibility to do the best job possible - teachers have the same responsibility	SETTING STANDARDS: Ask each student to list one thing that he/she does at home, one in school, and one in the community (e.g. Scouts, sports leagues, neighbours). Then ask him/her to set standards for each job or activity he/she has listed. Standards could be explained as being ways of doing something in order to make it the best job possible. SEAL OF QUALITY: Have each student design his/her own personal seal of quality. Discuss the meaning of a seal of quality, stressing the fact that if such a seal is overused it loses its meaning. Tell the students that during the next week they may put their own seal of quality on any of their work which they feel is deserving. At the end of the week discuss: - how they decided what was "quality" work - whether their judgment of the work changed during the week - whether the use of the seal helped improve their school work.

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
	MY JOB OF THE WEEK: Ask each student to choose one task he/she feels he/she did the best during the last week. Encourage students to consider jobs at home, or related to community activities, as well as jobs at school. (e.g. cleaning one's bedroom). Have each student make a mini-poster about themselves, showing the task and its successful completion. THE BALANCE OF RESPONSIBILITY: A game can be played by dividing the class into two teams and using a balance analogy. Team 1 is to give one suggestion for a teacher responsibility (e.g. presenting a demonstration in science). Team 2 must respond with a corresponding student responsibility which would be appropriate and would "balance" (e.g. finishing a school assignment). If team 2's response is acceptable, team 2 suggests a teacher responsibility and team 1 responds with a student responsibility. The teacher serves as judge and may award points and keep score.
3(a) CONTRIBUTING FACTORS TO WAYS OF LIVING i) <u>What are the contributing factors?</u> - income; culture; value system; occupation; living environment; interests	WHAT IS LIFE STYLE?: Have students determine their own life styles after the term is defined. (Our way of life - what we do in life). Students should draw a circle and divide it into pieces as a pie to identify their activities for a week. Discuss diagram.

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GRADE 5

THEME: III LIFE CAREERS

SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
(b) LIFE STYLES IN THE COMMUNITY i) <u>To what are life styles related?</u> - one's occupation and income - one's religious and value system - one's heritage and culture - one's family life - one's education - one's special skills and abilities - one's interests	SUMMER LIFE STYLE: Have students do a second life style circle, but identifying their activities during a typical week of summer holidays. Compare the two. Discuss: - what pieces of the pie disappear? - what pieces of pie change in size? WHAT IF....: Begin with a hypothetical life style circle. Discuss with students how they think life style would be affected: - if the person won a million dollars in a lottery - if the person were an Inuit - if the person believed a good education was the most important thing in life - if the person worked at a job far away from his/her family, and was only able to come home for a visit once every two weeks. WHAT DETERMINES LIFE STYLES?: With students discuss: - How does a person's work influence his/her family life? - How does work determine leisure time activities? - Why does work sometimes take precedence over non-work activities? - What kind of conflicts between personal desires and external factors lead to job dissatisfaction? - How is your family's life style different from your friends? - Is it possible for people to change their life styles? What would they have to give up to change a certain aspect?

GRADE 5

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THEME: III LIFE CAREERS

SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	OCCUPATION TREE: Have students do a sketch of a family tree, include at least three generations. Have them include the occupations, family life, education, skills etc. of several members of their extended family. Grandparents, for example may be retired or may own a family farm. Younger aunts or uncles may attend post-secondary institutions. Discuss and compare. TEACHERS' NOTE: The child could trace three generations of his/her adoptive parents, foster parents, mother only or father only. Sensitivity is required.
C-2.(a) PREPARATION FOR THE NEXT GRADE i) How is school like a job? - need skills to do work; teacher or boss sets tasks; individual responsibility; evaluation of task performance promotion based on performance; ii) What are some responsibilities of Grade 6 students? - educationally: daily work, homework, studying - socially: behaviour models for younger students - school: patrols, referees, scheduled jobs such as raising flag	MY JOB IS SCHOOL: Have students work in groups to discuss similarities between school and a job. Share comparisons. Make a wall chart with the headings: "Jobs" and "School" and list corresponding points under each, to show similarities. INTERVIEW A STUDENT: Discuss some responsibilities and privileges that grade six students have in the school. Have each student compose their own set of interview questions, for a grade 6 student. Included must be questions dealing with: - responsibilities related to schoolwork - responsibilities related to behaviour - responsibilities related to the school operation When students have completed their interviews, discuss findings.

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SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	WHEN I AM IN GRADE 6: Encourage students to look into the future and choose one of the responsibilities that grade 6 students have, that they think they would like to have. Have each student illustrate himself/herself carrying out that responsibility. Display. MIXED FEELINGS: Talk about how a person can have both good and bad feelings, about the same thing. Make class lists under the two headings: - I am Looking Forward To.... - I am Concerned About.... Invite a grade 6 student and a grade 6 teacher to visit the class and discuss some of the class concerns.

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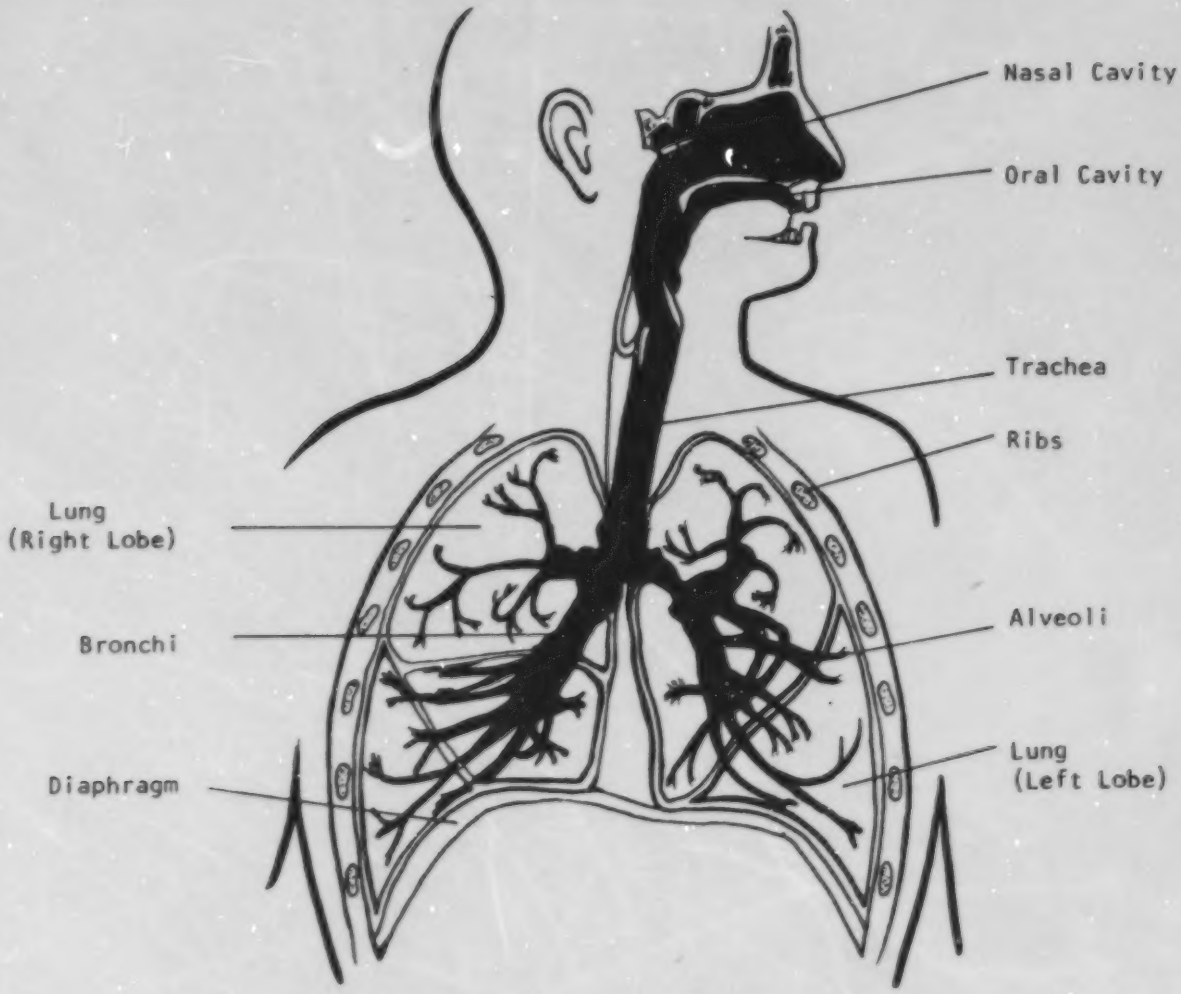
THE RESPIRATORY SYSTEM



Courtesy, Ottawa Board of Education

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
A-1.(a) VARIATIONS OF GROWTH (See Curriculum Guide, page 113)	HE'S (SHE'S) FROM THE HIGH SCHOOL: Have older students visit the class and share their feelings about growth.
(b) GROWTH AT PUBERTY i) What causes growth spurts? - the pituitary gland (at base of the brain) - which sends hormones to signal the beginning of puberty - controls all of endocrine system	MY SISTER STARTED TO GROW AT 12: Have students survey their parents, grandparents, brothers and sisters to see when they began their growth spurts. Share responses with the class. JUST HOW TALL WILL I GROW?: Have students estimate their final heights from what they know about the heights of family members. Group the students (those who think they will be over six foot - those who will be average and those who will be small). Have them discuss growth changes to date. (Adjust for adopted and foster children.) GROWTH CHARTS: Keep a growth chart from the beginning of school year until the end. Periodically discuss changes.
3(a) THE CARDIORESPIRATORY SYSTEM i) What is the purpose and importance of the cardio-respiratory system? - delivers air (respiratory system) and food (circulatory system) to all parts of the body - consists of two main body organs (heart and lungs)	RUNNING OUT OF OXYGEN: Start a small fire out of paper and cover with a glass. Watch the fire go out. Explain that the fire died because of running out of oxygen. There could be no fire despite the fact that there might be adequate fuel left. Compare this experiment to the human body - when we run out of fuel (glucose in body) we have no energy left, or if we do not have oxygen the fuel cannot be used. BODY TORSO: Using a torso or diagram air into and out of the body. The diagram (page 151) of the respiratory system may be useful.

GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

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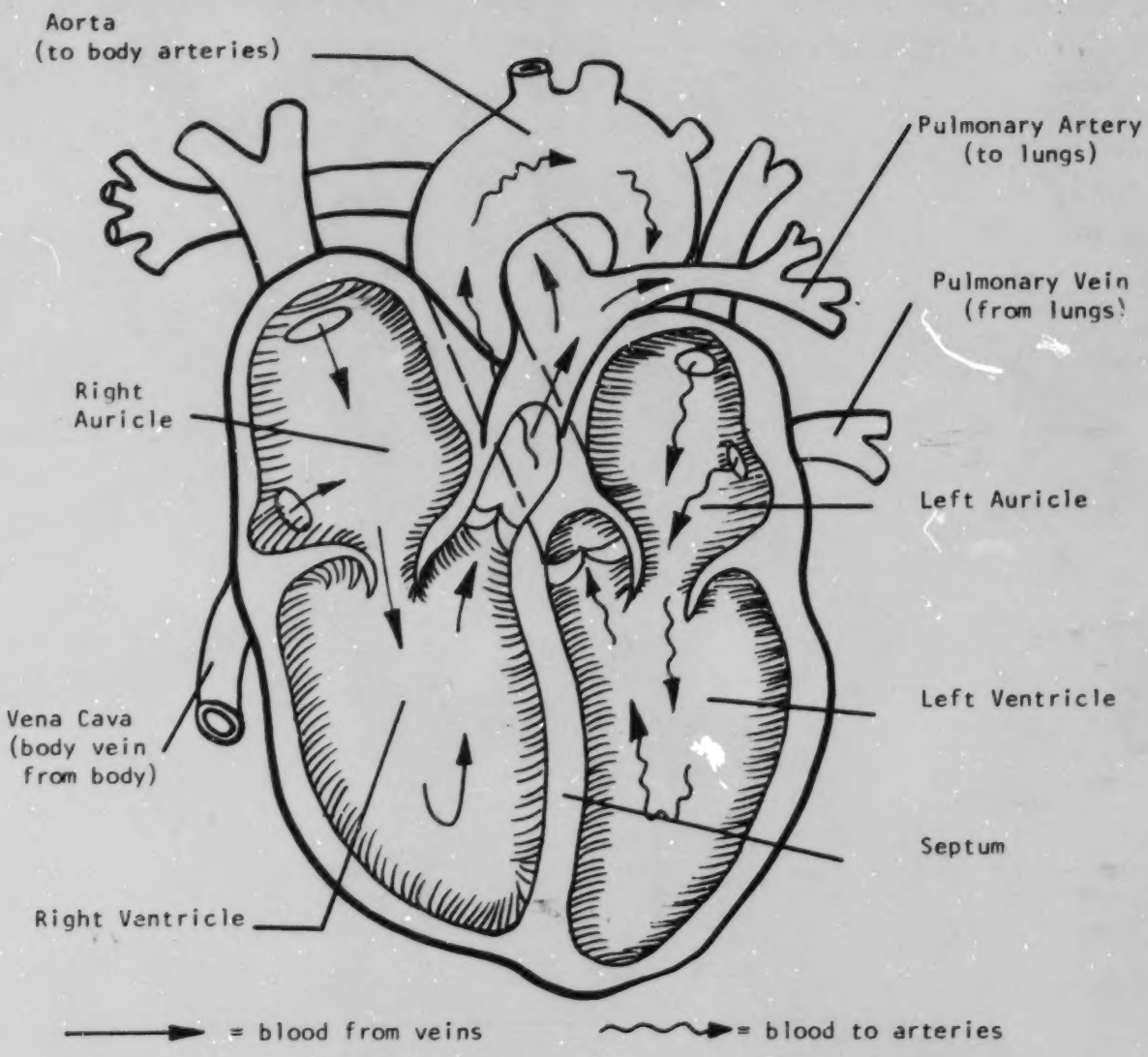
HEART

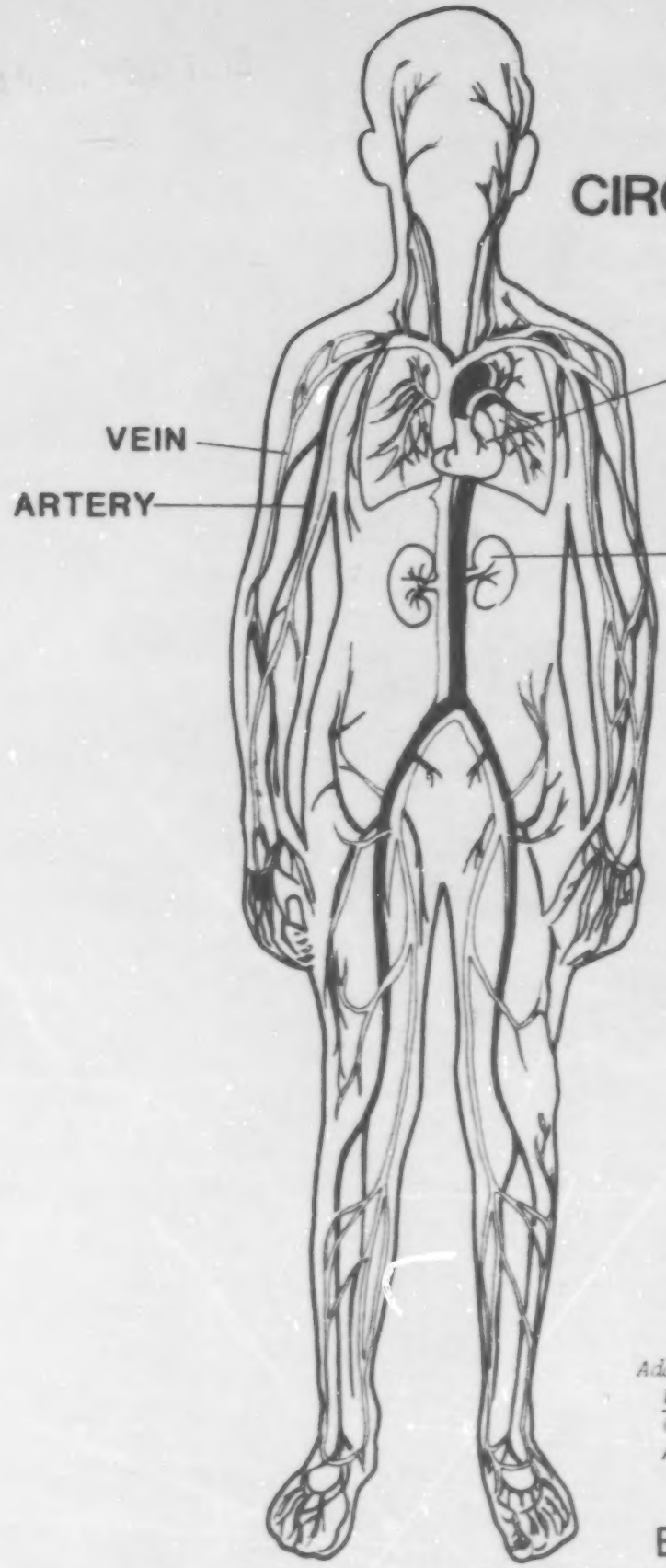


STUDENT ACTIVITY

1. Using the given clues, name the parts of the heart: A) Largest Artery of the Circulatory System _____ B) Receives blood from Lungs _____ C) Receives blood from Left Ventricle _____ D) Passes blood on to Aorta _____ E) Receives blood from Right Auricle _____ F) Separates left and right side of heart _____. Write the number of each of the following to show the correct order of the flow of blood through the heart: 1) right ventricle, 2) left ventricle, 3) right auricle, 4) left auricle, 5) aorta, 6) vena cava, 7) pulmonary artery, 8) pulmonary vein. _____

Sample page from The Human Body For Grades 5-9. Courtesy, Milliken Publishing Co.

THE CIRCULATORY SYSTEM



Adapted from: Page 18 of The Wonderful Human Machine, Chicago: American Medical Association, 1971.

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
ii) What is the operation and structure of the respiratory system? (See Curriculum Guide, page 114) iii) What is the operation and structure of the circulatory system? (See Curriculum Guide, pages 114 and 115) iv) How do you maintain a healty heart and lungs? - avoid smoking and being in locations where people smoke - avoid pollution from cars, coal mines - get regular exercise (keep lungs and heart healthy, keep from being obese) - eat sensibly (maintaining a well working body)	WHY WE CAN TALK: Without air coming in and out of the body, our vocal cords would not work. The air causes the cords to vibrate. Have students hold their breath (air cannot come in or out). It is not possible to talk. STETHOSCOPE: Demonstrate the use of the stethoscope in determining heart rate. A paper roll is also effective. EXERCISE: Discuss changes that take place in the circulatory system with exercise. COMPARING HEART BEATS: Take the pulse of girls - then of boys. Compare resting and working heart. CARDIORESPIRATORY SYSTEM: Discuss in class how the circulatory system and respiratory system are related. The diagrams (pages 153/154) of the circulatory system and respiratory systems may be useful. ROUTE 60,000: Have students act out the many parts of the cardiorespiratory system. The classroom can represent the human body and the pathways (between desks etc.) can be the 60,000 miles of blood vessels. Students can role-play the functions of the cardiorespiratory system by pretending they are the heart (with four chambers), the lungs, oxygen (riding piggy-back) on red blood cells, carbon dioxide, and glucose. For example oxygen enters and travels to the lungs. Oxygen rides piggy-back on red blood cells to the heart. The red blood cells with the oxygen then picks up glucose and distributes it to all parts of the body.

GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) A. BODY DEVELOPMENT; B. NUTRITION

Content	Suggested Activities
	RED CROSS REPRESENTATIVE: From the many public agencies (Heart Foundation, Cancer Society, Medical Association) have a representative visit the class. Discuss the uniqueness and care of our cardiorespiratory system. SMOKING DEBATE: Have two groups give opinions on the pros and cons of smoking as it relates to general health.
(b) DENTAL DECAY (See Curriculum Guide, page 115)	JUNGLE MOUTH: Discuss possibilities of why our breath might be stale in the morning. (Have not brushed teeth for eight hours; have not eaten for eight hours, etc.) MOUTHWASHES: Collect the labels from a number of mouthwashes. Discuss their contents, what they claim to do the possible benefits, and alternatives.
B-1.(a) INGREDIENTS IN FOODS i) How can ingredients be identified? - the ingredients are listed on package labels in descending order of proportion	LABELS TELL ALL: Have students each bring several food labels to class. Make transparencies of a few in order to discuss them as a class. Identify ingredients and classify into food groups, extras, or additives. Stress that additives are added most often for our protection. Please refer to GUIDE TO FOOD ADDITIVES. Health and Welfare Canada, as this topic is very complex and best taught at a higher grade level.

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GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
2(a) USING CANADA'S FOOD GUIDE i) How can we know if we are eating properly? - keep a food diary and compare the daily intake with Canada's Food Guide intake recommendations ii) How much is one serving? - see Canada's Food Guide	WHAT DID I EAT TODAY?: Provide students with diary sheets. Ask them to write down everything they eat for one or two days. During class ask students to compare what they actually ate with the guidelines found in Canada's Food Guide. TEACHERS' NOTE: Students should not be asked to share their food diaries with anyone. YOU BE THE JUDGE: Bring to class some foods that can be measured e.g., cereals, peas, any liquid. Arrange the activity such that everyone can get an opportunity to pour out the amount that they consider to be a serving. Then have them measure out the correct amount and compare.
3(a) WHY WE EAT BALANCED MEALS i) How can we balance foods within meals? - one food from each group - 3 or 4 food groups per meal	MEAL PLANNING: Have students cut out pictures of foods from magazines. Put the students in small groups. Using these pictures have students plan breakfast, lunch, supper and snacks. Appoint three to four students to act as judges as each meal is planned. The judges share the menus with the whole class for discussion.
(b) ENERGY OUT - ENERGY IN i) What should people eat who require more food? - increases consumption from all four food groups, some of it to be eaten as snacks - adds "extras" at meals, i.e. sauces	TEACHERS' NOTE: Be aware that what constitutes an affordable diet varies from home to home and use necessary caution while conducting this activity. FOR SOMEONE WHO REQUIRES MORE FOOD: As a class, plan a daily menu for someone who requires more food.

GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
ii) Why do you sometimes still feel hungry? - each person differs: - amount of daily activity - rate of growth - size of frame - age - sex - inadequate meals iii) How does a person control one's weight? - a balance must be established between the amount of food energy taken in and the amount of energy used up; weight is lost or gained if there is an imbalance iv) Can nutritious foods be fun? - Halloween; Christmas; Easter, Valentine's Day	BEAN BAG RELAY: Students should sit in a circle. A bean bag marked as representing one pound is passed around the circle. The leader, with back towards the circle, blows a whistle intermittently. Anyone caught with the bean bag when the whistle blows must get up and run around the circle, losing the "pound" by doing a form of exercise. The "pound" continues to be passed and the whistle to be blown, so that more than one person can be running around the circle. WITCHES' LUNCH: Plan a Halloween Party Menu to include the following: BAT'S BLOOD - tomato juice CAT'S CLAWS - celery FROG'S EYES - grapes BIRD'S NEST - coleslaw or alfalpha sprouts GHOST SANDWICH - any white cheese on crackers or enriched white bread FISH EGGS - tapioca pudding BEST COPY AVAILABLE

GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) C. GROWING UP HEALTHY; D. DISEASES AND DRUGS

Content	Suggested Activities
C-1.(a) CARDIOVASCULAR FITNESS (See Curriculum Guide, page 117)	DAILY EXERCISES: Begin the day with exercises. Have students take turns each day introducing a new exercise or reviewing a previous one. FAMILY FITNESS: Have students plan an activity program (a series of exercises) for their families. Have students discuss their successes and failures.
(b) EVALUATING FITNESS i) What are some methods to evaluate fitness? - step test; running on spot; Canadian Home Fitness Test; taking resting and working pulse rate	ENDURANCE BUILDING: For a week have students run on the spot for 3-4 minutes. Upon completion of the first day have students rate how they felt (tired, not bad, great). At the end of the week, evaluate again. Discuss how we build endurance. (The same can be done for sit-ups, jogging, etc.). PUFF, PUFF: Have a knowledgeable member of the physical education staff talk to the class about building endurance and measuring fitness.
D-1.(a) BODY DEFENCES i) What are the natural defences against infections? - tears (eyes); cilia (nose); saliva (mouth); stomach acid (stomach); white blood cells (liver); placelets (skin); build up immunity by contact with communicable disease	BODY ARMY: Like any army the body has many kinds of troops and fighters. Have students research the types of natural disease fighters in the body and report to the class. I'VE BEEN SICK: Share experiences of illness and how it was treated. Sit in a circle and begin with the teacher. Focus on how these illnesses could have been prevented.
ii) What are the man-made defences against infections? (See Curriculum Guide, page 118)	HEALTH NURSE TO CLASS: Discuss with the nurse reasons for immunization and what would happen if we failed to receive our needed vaccinations.

GRADE 5

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THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) D. DISEASES AND DRUGS

Content	Suggested Activities
(b) BASIC HEALTH PRACTICES (See Curriculum Guide, page 118)	BEDTIME: Have students record the hour they go to bed. Take an average for the class. Discuss the amount of sleep grade five students need and that sufficient rest is important.
3(a) HISTORY OR TOBACCO i) What is tobacco? - a substance containing nicotine tars and other organic compounds ii) What is the history of tobacco? - first used in America - explorers saw Indians using tobacco - brought it back to Europe	WHY BEGIN SMOKING?: Have several students research the topic and be prepared to talk to the class about the reasons people began to smoke, and where it first started. SMOKING IS PROHIBITED: Make a list of locations in the community where smoking is not allowed. NON-SMOKERS ARE A MAJORITY: Have the class guess what percentage of the population are non-smokers. (60%)
(b) EFFECTS OF TOBACCO i) What are the immediate effects of nicotine? - increases rate of heart beat; contracts blood vessels; increases blood pressure; reduces appetite; numbs taste buds; increases gastric secretions in the stomach; irritates oral cavity ii) What are the long-term effects of smoking? - aggravates ulcers; coronary heart disease; lung cancer; fetal effect if pregnant; chronic brochitis; increased number of colds and upper respiratory infections; emphysema	ANTI-SMOKING COMMERCIALS: In small groups prepare anti-smoking television and radio commercials. After each performance have the students discuss how effective it would be in stopping people from smoking. I STOPPED SMOKING: Invite a guest who has stopped smoking to the class to discuss their feelings and moods before and after they quit smoking. When did this person feel best?

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GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Content	Suggested Activities
iii) How does smoking affect others in the vicinity of the smoker? (See Curriculum Guide, page 119 and 120)	SECONDHAND SMOKE: Discuss the pros and cons of smoking in the presence of non-smokers and the social implications of laws which have recently prohibited smoking in certain public areas.
(c) SMOKING AND SPORTS (See Curriculum Guide, page 120)	AN ATHLETE: Brainstorm with the class listing the names of famous athletes today. Discuss their probable diets and life styles.
(d) REASONS FOR SMOKING i) Why do students smoke? - lack of knowledge; peer pressure; rebellion; influence of smokers in one's family; mimicking adult behaviour; curiosity, experimentation; relieving anxiety	WHY DO KIDS SMOKE?: Have students conduct a survey in class or in the school on why kids smoke. Report the facts to the class. Discuss the results and vote on the number one cause. REQUESTING INFORMATION: Write to the local Cancer Society or Lung Association for information on smoking. A SURVEY: Do a survey of the class to determine the number of smokers and non-smokers in their families. Do their parents smoke? Are you more likely to smoke if you come from a smoking environment?
E-1.(a) PREVENTING ACCIDENTS (See Curriculum Guide, page 120-121)	FARM AND WORK SAFETY: Have students interview their classmates about some important farm and work safety rules. After 5-6 minutes have students sit down in a circle. Each student should make a contribution. When a student is out of answers, he/she drops out until 1/3 of the class remains.

GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
	TAKE A POLL: All students write down on a piece of paper the most important rule for farm and for work safety. Two volunteers relate the facts to the class. THIS IS THE WAY TO LIFT: Have the students watch a demonstration of lifting heavy objects. Have the class practise the techniques of not putting strain on the back by using the arms and legs as the main forcers. FARM/WORK EXPERIENCES: Have students relate accidents about which they have heard or read, related to farm and work situations. Discuss how these may have been prevented.
2(a) FIRST AID PROCEDURES (See Curriculum Guide, pages 121 and 122)	FIRST AID DEMONSTRATIONS: Have the St. John's Ambulance or Red Cross give demonstrations on different first aid procedures (i.e. artificial respiration, aiding a choking or bleeding victim, treating a person who has hypothermia, etc.). Have students role-play the different procedures and the demonstration team comment on their performance.
F-1.(a) SECONDARY SUPPORT SYSTEMS (See Curriculum Guide, page 122)	TAKE A PICTURE: Have students take pictures of the individuals in their school and community who are available to assist individuals and families with problems. Make a display. HOW CAN THEY HELP?: Collect pamphlets from the various support agencies in the community. Have students work in small groups to share the facts.

GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
	A LIST OF PROBLEMS: Have the class brainstorm and list the problems families and individuals might experience today. Have students match an agency or individual who could possibly help with each of the listed problems.
2(a) EFFECTS OF ADVERTISING i) <u>What do food advertisements emphasize?</u> - new products; eye appealing products; fast food products; sugar-filled products ii) <u>What do advertisements on life style products (tobacco, alcohol and drugs) emphasize?</u> - products are associated with glamour; the concept - "if you are anybody, then you're a user" is used; "it makes you feel better" is stressed	WAYS TO ADVERTISE: Discuss the techniques people use to advertise products (television, radio, newspaper, bill-boards, magazines, fliers). Ask students to work in groups to identify food products they remember advertised. List the methods of advertising used and share the ads contents. Share the results with the whole class. AN AD FOR CARROTS: Ask students to relate the times they have heard ads for the basic food groups. Discuss the reasons. Follow-up with "Why Did You Buy That?" from the 16mm film series, <u>Nutrition...It's Not Magic</u>. Ordering instructions are on page 84 of the Curriculum Guide. ADVERTISING AND THE LAW: Have students identify their favourite and least favourite ads. Discuss what they are saying. Identify how many of these deal with life style products. LAWS OF THE LAND: Discuss some of the legalities of advertising (false advertisement, public deception, exploitation of human misery, false testimonials, advertising to children).

GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
	ADVERTISEMENT TRICKS: Brainstorm with the class the catchy terms used by advertisers - "acts twice as fast" "costs less" "millions use it" "doctors recommend" "special savings" Discuss and relate to questions we the consumers should ask ourselves when we read or hear such phrases.
3(a) IMPORTANCE OF CLEAN AIR AND WATER i) <u>Why are clean air and water important?</u> - health and survival of humankind - vegetation growth - animal survival - maintain a balance in nature	AQUARIUMS: Identify students who have aquariums to talk about the importance of clean water and how an aquarium is maintained. As a class project start an aquarium and assign students to maintain and care for the fish. COLLAGE: Make a collage from magazines depicting pollution (For visual effects do the collage in black and white - showing pollution; and colour to show - no pollution).
(b) CONSERVATION i) <u>Who should protect air and water?</u> - all humankind should be involved - government agencies (federal and provincial) - youth clubs (Girl Guides, 4-H Clubs, Boy Scouts) - conservation agencies - (Forestry; Wildlife, Farmer Associations)	WHO CARES?: Have students work in small groups to identify things they and their families could do to protect our water and air (Do not use aerosols, do not smoke, put all fires out, etc.). REQUESTING INFORMATION: Write to government or public agencies for information on environmental pollutants.

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GRADE 5

THEME: IV BODY KNOWELDGE AND CARE

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
	RESEARCH A PROBLEM: Use newspapers to learn of a pollution problem in your area. Edmonton: Chemical row Calgary: Bow River Valley pollution Red Deer: Chemical plants Medicine Hat: Fertilizer plants - acid rain Who is involved? What is happening to the environment? What are the effects on people? Report back.

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GRADE 5

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) A. PUBERTY

Content	Suggested Activities
A-1.(a) PUBERTY IN FEMALES (See Curriculum Guide, page 126)	RAP SESSIONS FOR GIRLS: Invite the health nurse to have a "Rap Session" with the girls. This is an excellent time to show sanitary products, and to discuss their use and disposal. EXERCISE FOR CRAMPS: Discuss that cramps are a normal part of menstruation. Some exercises aid in reducing cramps. Find out which exercises are beneficial for you. MOOD CHANGES: Invite two or three girls from a higher grade to come to tell about any mood changes or feelings they have experienced, which seem to be related to the menstrual cycle. Discuss how they handled these changes in moods or feelings.
(b) PUBERTY IN MALES i) <u>What changes occur in boys at puberty?</u> - production of sperm cells begins; produced in the testes (two small sacs); mixes with semen (a milky substance); released through the penis during ejaculation; nocturnal emissions (wet dreams)	WHY IS THE SPERM CELL IMPORTANT?: A brief explanation of intercourse is called for here, mentioning that when ejaculation occurs semen (a white or cream-coloured fluid) containing sperm cells is released through the male's penis. The sperm cells (like tadpoles) swim up the vagina to the fallopian tubes. If the egg (released by the ovaries) is fertilized by the sperm the human embryo begins its development. RAP SESSION FOR BOYS: Invite a knowledgeable resource person to have a "Rap Session" with the boys about sexuality.

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GRADE 5

THEME: V HUMAN SEXUALITY

SUB-THEME(S) A. PUBERTY; B. REPRODUCTION

Content	Suggested Activities
(c) WHAT IS NORMAL i) What are the stages of development for boys and girls at puberty? - each has his or her own unique development pattern - varies within sexes - menstruation may begin between 10-16 years of age - boys begin their growth spurt between 12-14 years of age	A NEW YOU COMING: Discuss the changes expected at puberty (voice, height, weight, body changes, etc.). Remind students that growth changes occur at different rates, and that this is normal. Have students privately analyze the changes they are experiencing, if any. Encourage student/parent discussions. THE QUESTION BOX: Use an anonymous question box throughout this theme. Answer questions daily.
B-1.(a) REPRODUCTIVE SYSTEM (See Curriculum Guide, page 127)	ONE + ONE - Explain that a mother (egg cell) and father (sperm cell) are needed in reproduction. sperm + ovum = new human cell BIRTH OF A BABY: Have students bring in pictures of their babyhood days. Have each share the facts of their birth (hospital, doctor, their weight and height and method of birth). TWINS: This is a fascinating topic for students. As you describe the progress in words, follow up the exercise with a discussion of "Twins in the School". FRATERNAL OR IDENTICAL TWINS: Twins can happen in two ways. Sometimes two egg cells are released at the same time, and each is fertilized and two babies develop. They can be a boy and a girl, and as different as any brothers and sisters in the family. They are called fraternal twins. The other way twins may occur happens when a single fertilized egg cell divides into two separate cells, each of which divides and redivides

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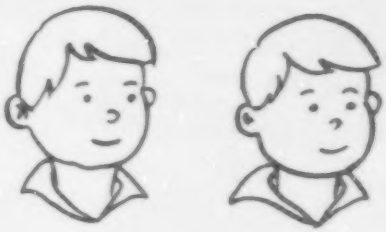
IDENTICAL TWINS

Single Egg and Sperm

Divides

Identical Chromosome

Common Placenta



Boys

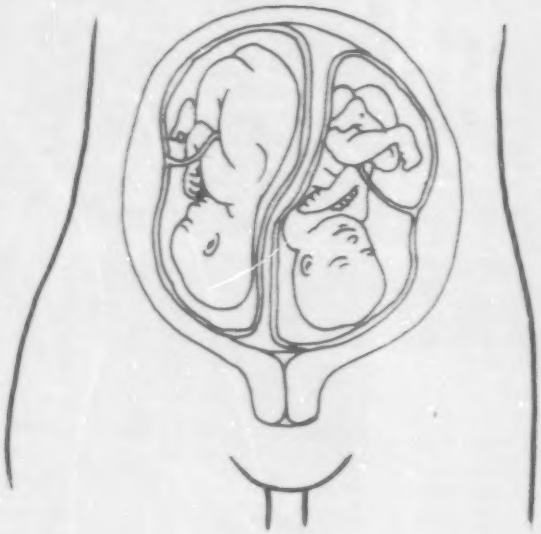
Girls

FRATERNAL TWINS

2 Eggs

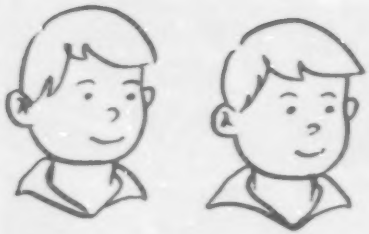
2 Sperms

Different Chromosome



Separate Placenta

Boy and Girl



Boys

Girls

Content	Suggested Activities
	to form two separate babies. Twins formed this way are always of the same sex and look alike because they both come from the same original egg and sperm. They are called identical twins. The diagrams (pages 168/169) may be useful in this activity. A NEW BABY: Have students work in groups to come up with as may needs as they can think of for a new baby (furniture, special spoon, clothes, etc.). See which group has the most. Discuss the responsibilities of taking care of a new baby. DAY CARE PROGRAM: Arrange for the class to visit a day care centre. Discuss the services and programs offered for the infants.
(b) MATURITY FOR REPRODUCTION i) What physical abilities are necessary? - both the female and male reproductive systems are physically mature (usually around the age of 12 or 13). ii) What social-emotional readiness is necessary? (See Curriculum Guide, page 127)	QUESTION/ANSWER PERIOD: Students are so curious about the formation of a new life. A medical doctor would be an excellent guest. You might plan some questions in advance to encourage discussion.

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- THEME I: Self-Awareness and Acceptance
- THEME II: Relating to Others
- THEME III: Life Careers
- THEME IV: Body Knowledge and Care
- THEME V: Human Sexuality

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GRADE 6

SUB-THEME(S) A. FINDING YOURSELF

Content	Suggested Activities
A-1.(a) FORMULATING GOALS i) <u>What are short-term goals?</u> - items within reach - leads to long range goals - the "now experience" for personal happiness ii) <u>What are long-term goals?</u> - future plans; things you want to do in life	GOAL SETTING: Have students think about short-range goals they hope to complete in a week. Write out goals and put them in an envelope. (Learn my multiplication tables better, make up with a friend, watch the junk food I eat, etc.). In a week have students open the envelopes. Did they accomplish their goals? If not, what is the next step? Have volunteers share their experiences. USING A TAPE RECORDER: Have students plan short-term goals that they can accomplish within a week. Have each student relate his/her goals on a tape recorder outside the classroom. In a week play back the tape and have students reveal the results. LOOKING INTO THE FUTURE: What do you think you would like to do or be in ten years' time? What steps would you have to take to accomplish these goals?
(b) BASIC VALUES i) <u>What are values?</u> - ideas one supports and believes in - the right and wrong	WHAT ARE MY VALUES: Have students evaluate themselves accordingly: - things I like about myself - things I like about my friends - things I would like to own - things I like others to give me IS TELLING THE TRUTH ALWAYS RIGHT?: Have students discuss some of the following issues: - should you always keep a secret? - should you say "thank you" even if you don't mean it? - should you always tell the truth - even if it hurts someone? - should you support the gang even when it's against your own beliefs?

GRADE 6

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) A. FINDING YOURSELF

Content	Suggested Activities
ii) How can you identify your values? - observe what you choose freely - observe what you choose from alternatives - observe what you choose after weighing the consequences - observe what you prize and cherish - observe what you act upon - observe what you act upon repeatedly	TEACHERS' NOTE: Because of the very personal nature of one's basic values, teachers should prepare these lessons very carefully and remain alert during the course of the activity to assure that no student's privacy is invaded or that no student's beliefs are held up to ridicule. ROLE-PLAYING: Divide students into small groups. Have each group act out one of the following situations. Ask students to resolve the dispute in a decision as they role-play: A. Child asks parent to extend his/her bedtime an hour later on week nights. B. Your friends want you to go skating with them. You have been asked to babysit your six-year-old younger brother and your parents have just left the house for the evening. C. Two close friends of yours have been shoplifting and want you to shoplift with them in a store. D. An attractive new girl (who wears the most modern up-to-date fashions) has come into your class. Your girl friends want to exclude her from your games at recess. You have just started to talk with her when your friends call you over to play with them. Discuss each role-playing situation. What were the decisions made? Would you do the same? What would you have done in this situation?

GRADE 6

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THEME: I SELF-AWARENESS AND ACCEPTANCE

SUB-THEME(S) A. FINDING YOURSELF; C. PERSONALITY

Content	Suggested Activities
	VIDEOTAPING: If you have videotaping equipment, videotape role-playing activities and then play them back to the students for further examination and discussion.
C-1.(a) INHERITED AND ACQUIRED TRAITS i) <u>What are inherited traits</u>? - traits with which we are born - factors which cause us to resemble our parents, grandparents and ancestors ii) <u>What are acquired traits</u>? - traits you develop - through life and learning experiences - traits acquired as a result of influences from our social and physical environments	ATTACHED EAR LOBES: List a number of human characteristics. Have students work in groups (the group decision must be unanimous) to decide if the characteristic is inherited or acquired: - attached ear lobes - blue eyes - black hair - fingerprints - language and speech patterns - self-concept - personality traits - attitude - ability to memorize - muscular coordination WHY MY EYES ARE BLUE: Discuss the colour of your parents' eyes as it relates to your own colour. Many students will have blue eyes when both parents have brown. Discuss the factor of your ancestors and that certain genetic traits are more dominant than others. <u>TEACHERS' NOTE</u>: This could be a sensitive matter with some of your students. A family unit in today's society can be composed in many ways. Teaching strategy should be planned carefully to take into account all home units, not just the traditional two-parent family unit.

GRADE 6

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
D-1.(a) GAME PLAYING i) <u>What is "game-playing" within self?</u> - fooling yourself about reality and your beliefs (not being honest with yourself) ii) <u>What is "game-playing" with others?</u> - not being entirely honest, sincere and open with parents, friends, teachers, brothers and sisters	THE GAMES WE PLAY: Have students think about the times they have fooled themselves (Teacher might relate an experience about dieting, cheating a little by telling yourself one piece of candy wouldn't hurt). Have volunteers share experiences. OTHERS CARE: Discuss ways we fool ourselves when it involves others: - coming home later than we should - eating before dinner - talking to a friend during class time - leaving your brother alone when you are supposed to be baby-sitting ME, MYSELF AND MAYBE I'M A POET: Sometimes we can say a great deal through a poem. Have students compose unrhymed poems about games they play. I tell myself that "5" more minutes will be okay - even though my mom said to me "Be in at 9:00." She wouldn't mind, I bet, if it is 9:05???
2(a) MANAGING OF RESOURCES i) <u>What are some personal resources?</u> home - clothing; animals; possessions (toys, bicycle, sports equipment) school - desk, books; projects community - sport and craft equipment; uniforms	SETTING UP RULES: Have students work in three groups to establish rules for caring for personal belongings at home, school, and community. Draw up check lists and survey students to see how many of their classmates adhere to the students' rules.

GRADE 6

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities
ii) How do you handle financial resources? (money earned) - bartering; personal budgeting	MONEY: Discuss ways students can earn money and the ways to establish simple budgeting records. BARTERING: Invent bank transaction sheets (depositing and withdrawing money). Have students fill out the forms to practise bartering procedures. Bank of (School Name) _____ Pay _____ _____ DollarsXX #42138 _____ FUND RAISING: Plan a fund raising event in your class. Collect money and elect a class treasurer to bank the funds. Plan how the money can be spent.
(b) PERSONAL AND SOCIAL CONSCIENCE i) What is meant by personal and social conscience? - your values, beliefs, life principles - they apply to how you live your own life and how you deal with others	CONFLICTING SITUATIONS: Have students list situations which cause right and wrong values to become an issue (shoplifting, cheating, swearing, etc.). Make half the class the "good guys" and the other half the "bad guys." State an issue; have the groups react. Take a vote on the appropriate action. TEACHERS' NOTE: Because of the personal nature of one's values, teachers should prepare for this activity very carefully and remain alert during the course of the activity to assure that no student's privacy is invaded or that no student's beliefs are held up to ridicule.

GRADE 6

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) D. RESPONSIBILITY TO THE WORLD

Content	Suggested Activities

3(a) DECISION-MAKING SKILLS
 	
i) <u>What are the steps to decision-making?</u>
 	
- state the problem
- consider all possible alternatives
- go through each alternative and consider it in relation to your:
  - needs
  - desires
  - lifestyle
  - conscience
  - standards at home, religion, school
  - advice of parents, teachers, other adults
  - your own beliefs and convictions
- narrow down to one solution
- be responsible for your decision (accept the consequences)
- evaluate the solution
	A DECISION IS BETTER THAN NO DECISION: Have students brainstorm issues they face daily which need decisions.
	
	- what to wear?
	- who to play with?
	- what to eat?
	- which product to buy?
	- now talk to a friend who embarrassed you yesterday etc.
	- have students working in small groups, follow through the steps of decision making and find a solution to one problem. Share responses.
	
	BUT I MADE A MISTAKE: Share experiences where you made an error and how you faced it. Have students discuss mistakes in their lives. Put the emphasis upon coping, accepting the mistake, learning from it and trying again.

GRADE 6

THEME: I SELF-AWARENESS AND ACCEPTANCE

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SUB-THEME(S) A. PEERS

Content	Suggested Activities
A-2.(a) FRIENDSHIPS WITH BOTH SEXES i) <u>What qualities of friendship relate to both sexes?</u> - trustworthiness - being yourself - honesty - concern for others - being a good listener - being supportive ii) <u>How do we develop friendships?</u> - take part in school activities - joining community clubs - take an interest in others - by being yourself	WHO IS LIKE ME?: Have students write their names on a sheet of paper at the top of a sheet of paper and then divide the sheet into 6 inch squares. In each square put the following topics and their answers: - number of brothers - number of sisters - date of birth - favourite food - favourite T.V. show - pets Pass the sheets around the room and have others with identical information place their names in the corresponding boxes. Share responses. MY RECIPE FOR A GOOD FRIEND: Talk to students about the manner in which recipes are written. Have each write a recipe for a true friend. (1 cup of honesty, 2 tablespoon of humor, a pinch of shyness, etc.) THEY'RE FROM THE JUNIOR HIGH SCHOOL: Have older students visit your class to talk about qualities they admire in their friends.

GRADE 6

THEME: II RELATING TO OTHERS

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SUB-THEME(S) A. SELF UNDERSTANDING

Content	Suggested Activities
A-1.(a) PERSONAL AWARENESS i) <u>What are my strengths?</u> - interests: things one likes to do - abilities: things one does well - strengths: qualities that are perceived by others and yourself	PRESENT AND FUTURE INTERESTS: Have each student make a list of 20 things he/she would like to do sometime during his/her life. Encourage both present (e.g. learn to rollerskate) as well as future ideas (e.g. visit India, raise horses). INDIVIDUAL ABILITIES: Have students work with a friend to make individual lists of their own abilities - things they feel they have some skill in at present. Encourage students to consider personal qualities (e.g. patience, perseverance) as well as other skills (e.g. music, sports, arts, reasoning). AS OTHERS SEE US: Have students ask other people to tell what they find most outstanding about them and record the answers. Some people to ask might be: - a friend - an adult friend or neighbour - a younger child - a parent - a former teacher - a current teacher INDIVIDUAL PROFILES: Have each student make a personal poster listing some of their own interests and abilities and matching them to a number of possible occupations.

GRADE 6

THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
B-1.(a) OCCUPATIONS i) <u>What are some ways of classifying jobs?</u> - product-oriented; idea-oriented; people-oriented	CLASSIFYING JOBS: Using a list of the occupations students have to put on their profile sheets, brainstorm to determine what dichotomies might be useful in grouping occupations (e.g. indoors - outdoors, intellectual - physical). Have groups of students classify the jobs on the basis of different factors. Students like to cut apart lists of occupations, rearrange, and mount them into groups. Compare the various ways of classifying. Classify the jobs from the students' profile sheets into the groupings from the videotape "Things, Ideas and People."
(b) KNOWLEDGE OF OCCUPATIONS i) <u>Which of these occupations are related to your interests and abilities?</u> - medical; dental; technical; educational; social; business	TWENTY QUESTIONS: Have the students play "Twenty Questions" as a class or in small groups, using the three basic categories: product, people, and ideas. If there are occupations that overlap the categories, state (at the beginning) how many categories are involved. AN INTERESTING OCCUPATION: Have each student choose one occupation to research, from a list he/she has linked to his/her own interests and abilities. INTERVIEWS: Could be used as an information source for a report or as a separate assignment. Have students interview a person in the community about their job (skills needed, education needs, duties, responsibilities, etc.). Have each student role-play their person prior to giving the report so others may guess the occupation.

GRADE 6

THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
	PANEL QUIZ GAME: Divide the class into panels of 5 or 6 students. Each group will have a turn as panelists; other students may serve as "guests", and the teacher as moderator. Each guest will need to have researched his/her selected occupation. Each panelist is allowed to ask questions requiring a "yes" or "no" response. After the panel as a whole has received four negative responses, the "guest" tells what occupation he/she has been representing, and gives a short oral report.
(c) CHANGING OCCUPATIONS i) Why do individuals change occupations? - change in interests; change in abilities; change in values; change in living environment	A CHANGE FOR THE BETTER: Invite several adults to class to talk about the occupational changes they made throughout the years. Ask them to discuss with the students how the changes within themselves (interests and abilities) relate to the changing of their occupation. MATCHING RIDDLES: Have each student write a short description of the personal characteristics, interests and abilities of a hypothetical person in an occupation of their choice. Have all the descriptions typed, and provide a list of the corresponding occupations. Have students work in small groups to match the occupations to the descriptions. In later discussion, it should become apparent that: - Occupation choices are made on the basis of interests and abilities. - There may be more than one occupation which matches with a particular description.

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SUB-THEME(S) B. LIFE CAREERS

Content	Suggested Activities
(d) WHY PEOPLE WORK i) Why do people work? - personal satisfaction - a sense of achievement - financial reasons	JOB SATISFACTION: Discuss non-paying work. Perhaps their parents are involved in service organizations. Have the students ask their parents to describe what personal satisfactions they get from volunteer work. Ask those students to report to class. Have students ask their parents what they like about their paying jobs. Make two classroom charts, one listing satisfactions from paying jobs, one from non-paying work. Compare similarities and differences. MINI-POSTERS: Have each student think of one job for which he/she is responsible (paying or non-paying). Have each identify one thing they like about the job. Make mini-posters. (e.g. The kitchen sure looks great after I clean it up.)
(e) NON-TRADITIONAL ROLES i) What are some non-traditional roles? - men and women now have equal opportunities for jobs - male nurses - female doctors - female lawyers - male telephone operators - female mechanics, welders - male secretaries	JOBS AVAILABLE: Discuss a change across the occupational spectrum in that jobs are now equally open to men and women. While many women want to be at home while their children are growing up many are returning to work afterwards. In some families the fathers and mothers are sharing child raising and home-making much more than in the past and many fathers are adjusting their working hours so they can spend more time with their children.

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THEME: III LIFE CAREERS

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SUB-THEME(S) B. LIFE CAREERS; C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	A WOMAN AS THE NEXT PRIME MINISTER?: Not many farm youngsters would be surprised at their mothers driving the tractor. They know women can be good farmers (although city children may not know this). Students should be aware that women are doctors, carpenters, lawyers, plumbers, principals, janitors, presidents, bus drivers, mail carriers, flag persons, store managers, gas pump attendants etc. Identify individuals they know in the above occupations. How many are men? How many are women? LIMERICKS: Have students prepare limericks about non-traditional work roles. A young lady from Calgary feels good, Doing a job no one thought she could, "It is great to be Up where everyone can see In the air welding everything but wood".
C-1.(a) SCHOOL HABITS AND THE WORLD OF WORK i) <u>What are some habits developed in school?</u> - promptness; neatness; perseverance; courtesy; self-discipline; co-operation; dependability; problem-solving	I CHOOSE: Prepare a list of the occupations your pupils chose and then discuss in fairly general terms the type of training and skills required for each and how work skills learned at home and school are preparation for the skills to be learned after. A BUSINESS PERSON: Invite a local business person to visit the class to discuss the qualities required in employees. Prior to the visit, brainstorm with the class qualities we develop in school. Share similarities.

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THEME: III LIFE CAREERS

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SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
ii) What are some skills developed in school? - accuracy in arithmetic computation; good spelling; note-taking skills; outlining; library and research skills; knowledge about science; knowledge about other people and places iii) How does one develop responsibility for mastering subject matter? - teaching oneself; asking for help; realizing that learning takes perseverance; planning ways to learn; helping others learn iv) How do you study? - keep a notebook of assignments - establish a time for study (part of weekly schedule) - establish a place to study (same place, away from distractions) - organize equipment (chair and writing surface, good light, pen) - make written summary notes as brief as possible: single words - "code" material that must be memorized, using mnemonic tricks - study with the book closed; try to recall - close eyes and try to visualize written summary notes	SKILLS TO BE USED IN THE FUTURE: Discuss some of the qualities listed regarding habits developed in school. Put the class in seven groups and have the groups decide how each quality is learned in school (neatness - teacher insists that writing is clear, cross-outs are not allowed, recopy messy work, etc.). OCCUPATIONAL SKILLS CHART: Have students refer back to the interview sheets they completed earlier (in Sub-Theme B Life Careers). As a class compile a chart, linking occupations to skills and habits learned at school. Organize it so that it is clear that many different occupations may require a particular school skill. LET'S PRETEND: Tell the students that they are to imagine that their whole class has been shipwrecked on a small island. Have the students work in groups to determine: a) Some camp rules, which they feel will be essential to the group's survival. b) Ways in which habits developed in school will contribute to survival (e.g. perseverance, self-discipline, dependability, cooperation). c) Skills learned in various school subjects which might help the group survive (e.g. Science, Math, Social Studies, Physical Eduation, Language Arts.)

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THEME: III LIFE CAREERS

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SUB-THEME(S) C. CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	STUDY HINTS: Have students plan and make a bulletin board display with hints for studying. (Work in quiet area, keep assignment notebook; make sure you have proper lights; etc.). Put the display where students from other grades can see it.
2(a) ORIENTATION FOR DIVISION III i) <u>What are some student concerns?</u> - handling the work load - making friends - learning new rules and procedures - being successful on tests - learning the building layout (not getting lost) - being accepted for a school team ii) <u>How does a junior high school operate?</u> - registration procedures; option courses; rules; extracurricular activities; timetabling; reporting format; subjects offered	I AM LOOKING FORWARD TO: Set a positive note by having each student list at least three things they are looking forward to in junior high school. Through discussion, pick those that have been mentioned most frequently. Make a class display of hand lettered statements or posters. Students who have had similar ideas may like to work in small groups on a shared poster. SHARING CONCERNS: Have each student list at least three things they are concerned about in junior high school. Then have each choose his/her greatest concern and write it on a slip of paper. Pull the slips from a jar, keeping a chart or blackboard tabulation of how many fit under each general heading. Once it is apparent that concerns are shared by others, add the number of people who share each concern, but as a second or third choice, through a show of hands. From the general concerns of the class, choose some to discuss. Brainstorm ideas to use in dealing with concerns. Some students may have older brothers or sisters who can give them suggestions. As a class, choose the best three solutions or plans for each concern.

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SUB-THEME(S) CAREER AWARENESS, PLANNING AND PREPARATION

Content	Suggested Activities
	WELCOME BACK: Invite a greade seven student who attended your elementary school previously, to talk about his/her experiences in junior high school. JUNIOR HIGH SCHOOL PANEL: Invite a panel from the junior high school - perhaps the principal, the counsellor, a teacher, and a student to answer student's questions. STUDENT HANDBOOK: Obtain copies of the school handbook from the junior high school. Read and discuss school rules and procedures with the class. Make a chart comparing rules and procedures at the elementary school to those in junior high. Discuss similarities.

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THEME: III LIFE CAREERS

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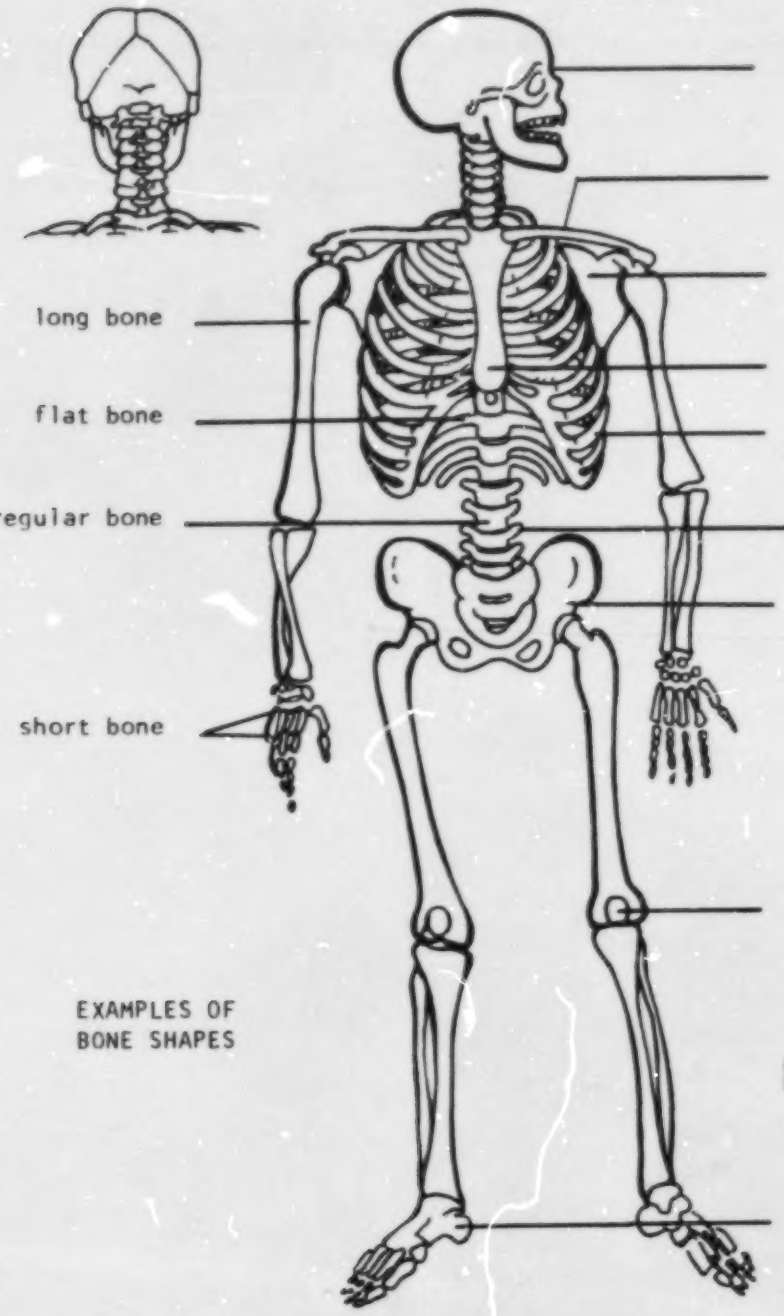
THE SKELETAL SYSTEM



EXAMPLES OF BONE SHAPES

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STUDENT ACTIVITY

1. Using the symbols given, mark which bones give protection to: the brain ( ), the heart ( ), the spinal cord ( ), the lungs ( ).

2. Give one example of each type of bone shape: Long _____
   Short _____ Flat _____
   Irregular _____

Sample page from The Human Body For Grades 5-9. Courtesy, Milliken Publishing Co.

SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
A-1.(a) STAGES OF DEVELOPMENT i) What are the main stages? - pre-adolescence; infancy; adolescence; childhood;	AS IT RELATES TO ME: Have students work in six groups to research how the six stages of growth relate to their own developments. Report back to the class. TEACHERS' NOTE: Teachers should be alert to their students' family units and adjust teaching strategies accordingly, so children who are not a part of the traditional two- parent family unit are included in the activity.
2(a) THE SKELETAL SYSTEM i) What are the functions of the skeletal system? - provides framework to the body - protects vital internal organs - allows for movement to take place (joints) - interior of bones manufacture blood cells ii) What is the structure of the skeletal system? - skull, vertical column, rib cage, pelvic girdle, extremities	A SKELETON: Working in pairs have students count the number of bones on a real or plastic skeleton. The diagram (page 187) of the skeletal system may be useful as a follow-up to this activity. FEEL THAT MUSCLE: Have students feel their own arm/leg and then the arm/leg of a classmate for muscle tissue. Discuss the effect of exercising in building muscles. BROKEN BONES: Have students share experiences of broken bones or of family members who have undergone the experience. Discuss what medical treatment is needed. A CHICKEN'S FOOT: Obtain a chicken's foot from the meat store. By pulling tendons, children will be able to move the chicken's toes up and down.

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THEME: IV BODY KNOWLEDGE AND CARE

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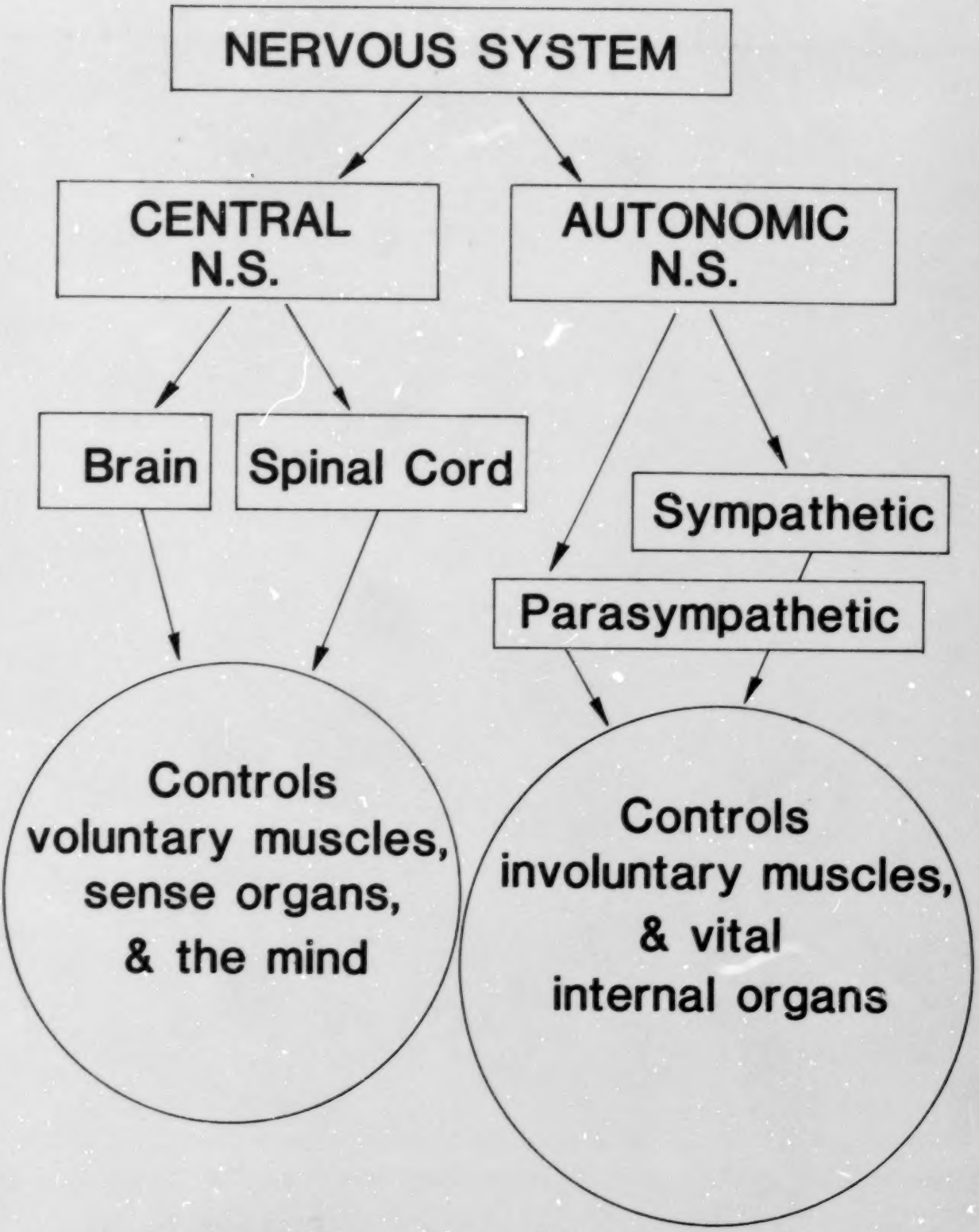

Courtesy, Ottawa Board of Health

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SUB-THEME(S) A. BODY DEVELOPMENT

Content	Suggested Activities
	INVOLUNTARY AND VOLUNTARY MUSCLES: Have students demonstrate the two types of muscles (eyelids and knee reflex). Discuss.
	AN X-RAY: Obtain an X-Ray from a doctor or hospital showing skeletal structure. Discuss the importance of X-Rays and how, in general to interpret them.
	ANIMAL BONES: Obtain animal bones from a meat store to identify bone, marrow, cartilage and ligaments.
(c)i) What are some health problems associated with the skeletal and muscular systems?	CRUTCHES: Discuss artificial joints, limbs, crutches and why they are sometimes necessary.
(See Curriculum Guide, page 142)	
ii) How can we prevent injuries?	PREVENTING INJURIES: As a class list all the possible accidents students can avoid by being careful (in such activities as tree climbing, skateboarding, ice hockey). Discuss preventive measures.
(See Curriculum Guide, page 142)	
(d) THE NERVOUS SYSTEM	ANIMALS HAVE BRAINS TOO: Have students work in small groups to research the intelligence factors of animals. Relate size of brain to intelligence. Discuss the results and why man is superior. Have one student at a time while sitting in a circle, name a function of the brain (tells us we are hungry, tells us something hurts or is hot, etc.). Keep going until topic is exhausted. Discuss the importance of the brain and our nervous system.
i) What is the purpose of the nervous system?	
- enables man to react and adjust to various stimuli (heat, pressure, pain)	
ii) What is the structure and function of the nervous system?	THE NERVOUS SYSTEM: Outline the structure and functions of the nervous system using the diagrams on pages 189 and 191.
(See Curriculum Guide, page 143)	

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THEME: IV BODY KNOWLEDGE AND CARE

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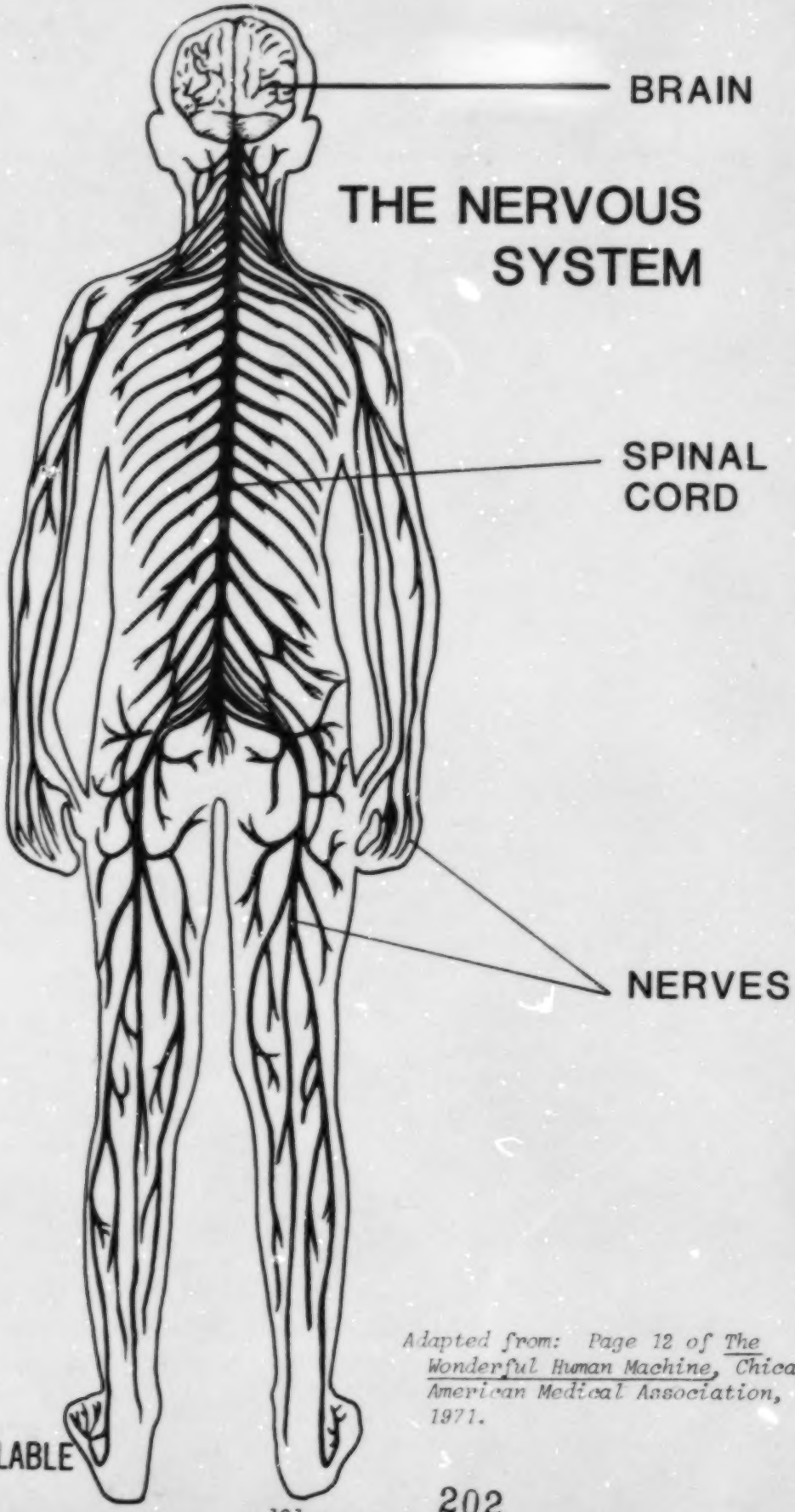
THE NERVOUS SYSTEM



Adapted from: Page 12 of The Wonderful Human Machine, Chicago: American Medical Association, 1971.

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SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
B-1.(a) NUTRIENTS IN FOODS i) What nutrients are found in foods? - carbohydrates; protein; water; fats; vitamins; minerals ii) In which food groups are these leading nutrients found and what jobs can they do for us? (See Curriculum Guide, page 144)	NUTRIENT TESTING: Set up seven nutrient testing stations with materials and equipment necessary to test for the presence of the following nutrients. starch, sugar, water, fat, protein, Vitamin C, minerals FOOD GROWN LOCALLY: Prepare 30-60 second advertisements for locally grown foods, their nutritive value and favourite way of preparing the items. WHAT HAPPENS WHEN WE DO NOT HAVE ENOUGH IRON?: Discuss the importance of iron in the diet. If one lacks iron in the diet one has a higher chance of having anemia.
(b) FACTORS INFLUENCING FOOD CHOICES i) What factors influence our food choices? - hunger - environment - climate, agriculture, food availability - advertising - cultural preferences - parental influences - peer pressure - social activities - food eaten while socializing at home, at another home, or restaurant - emotions - food eaten when happy, ill, for reward or punishment - beliefs - religious or otherwise	COMPARISON CHART: Using two pieces of paper, draw three columns on each. Write "name of food product", "yes" and "no" at top of both pages. (One sheet is for the student, the other for parents). Call out a food product (lamb) if the student likes the food, check off "yes" on the student sheet. If one or more of their parents do as well, check "yes" again. Select foods from each food group and have students see how similar their food choices are to their parents. Ask students to take the sheets home to discuss with their parents.

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) B. NUTRITION

Content	Suggested Activities
	FOOD AND FEELINGS: Prepare a collection of colourful food pictures, ones to which special meanings are often associated. Hold up the pictures and ask students to indicate orally or in writing their feelings about the food. Or state a feeling, and ask students what food comes to their mind. The foods should evoke comments such as: - for babies - health food - exotic food - fattening - for celebrations - refreshing - ethnic - reward - convalescent - comforting
(c) SELECTING A BALANCED DIET i) Why is a balanced diet important? - to maintain ideal weight - to provide energy - to maintain body systems - to promote healthy growth	RESTAURANT MENUS: Obtain menus from several restaurants. Discuss and plan nutritious meal orders.
ii) What foods served in restaurants are nutritious? - meals that meet the requirements of Canada's Food Guide (a balance of the four food groups)	RECIPE REVIEW - IS IT NUTRITIOUS?: Review similar food items i.e. cherry pound cake and carrot cake. Determine the different ingredients in both - which is more nutritious? (For this activity one could use the Pilsbury Cook Book which has a nutrient breakdown in their recipes.)
2(a) NUTRIENT CONTENT i) What are the leading nutrients of some common combination foods? - combination foods contain leading nutrients from more than one food group - pizza; macaroni and cheese; stew; sandwiches	CREATE PIZZA (STEW OR SANDWICHES): Make a pizza or other combination food in class. Discuss the combination of its leading nutrients in each serving.

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) C. GROWING UP HEALTHY

Content	Suggested Activities
C-1.(a) PHYSICAL, SOCIAL EMOTIONAL AND MENTAL BENEFITS OF FITNESS i) What are the characteristics of a physically fit person? Probably: - eats balanced diet - is mentally alert - enjoys activities and relations with others - trim and healthy appearance - has self-confidence - positive attitude	"PARTICIPACTION": Have students work in small groups to plan commercials related to fitness. Use a "PARTICIPACTION" ad as a model. LETTING OFF STEAM: Discuss how mental fatigue and tension can be relieved by exercise and physical activities. NEW FRIENDS: Discuss activities available to students in the school and community. Have involved students talk about the friends and acquaintances they have met related to outside activities. PICTURES TELL ALL: Have students make posters of fit and unfit people related to their life-styles. Discuss the posters and their meaning.
3(a) GAINING AND LOSING WEIGHT (See Curriculum Guide, pages 146 and 147)	OBESITY: Collect magazine pictures of obese people. Have students work in small groups to make posters of how these persons might lose weight (spell out diets and exercise programs, do's and don't for weight control). Share responses. EXERCISE PROGRAM: Have students research exercise and the related calorie loss. The Alberta Heart Foundation has an excellent fitness wheel they send to classes upon request with this information. Report to the class about swimming, walking, jogging, etc., and how much exercise is needed to burn off calories as it relates to eating a chocolate bar, chips, pop, etc.

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) D. DISEASES AND DRUGS

Content	Suggested Activities
D-1.(a) NEGLECTING CLEANLINESS i) <u>What happens when we are unclean?</u> - intestinal diseases (i.e. infectious diarrhea) - common infectious respiratory diseases	A SURE CURE: Discuss daily cleanliness factors in relation to preventing infections. DANDRUFF: Have students research the topic of dandruff and report to the class on their findings. Discuss use of advertised products and their purported effectiveness.
2(a) TAKING DRUGS UNDER SUPERVISION i) <u>Why should we take drugs under supervision?</u> - overdose harmful to body systems, even death	WHEN TO TAKE DRUGS: Have the class establish, a list for students and a list for adults, of rules when, where, how and why we take drugs. Compare.
3(a) REASONS FOR TAKING DRUGS i) <u>Why do students take drugs?</u> - advertisements, peer pressure; adult examples; escape from reality; rebellion; group identification; experimentation	WAYS TO SAY NO: List ways to say "no" to peer pressure: - I feel good enough already - I want a clear head - I don't drink - I promised my parents I wouldn't - I'm trying out for sports this year - I'm giving it up - I prefer to watch - It's fattening - I don't like the taste. LIQUOR ADVERTISEMENTS: Collect and analyze advertisements for liquor. What are the advertisements saying? Why is glamour almost always associated with these advertisements? Collect pictures and discuss.

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) D. DISEASES AND DRUGS

Content	Suggested Activities
	FUNNY REPLIES: Role-play a situation where someone is attempting to get you to take drugs. Make up funny replies: - I'm allergic to alcohol - I can't stand myself getting any giddier - I never drink after six a.m. - My dog can always tell I'D RATHER GET HIGH RUNNING: Brainstorm with the class ways to get "high" on life. Discuss why good healthy leisure activities are so important. What happens when we have extra time we don't know what to do with? ALTERNATIVES TO DRUGS: Have students list the activities they enjoy and have fun doing in life. As each person reports, list the activity or activities on the board. Note similarities and discuss.
(c) ALCOHOL - EFFECTS AND USE i) <u>What are some present uses of alcohol?</u> - socializing; relaxing; religious ceremonies ii) <u>What are some short-term effects of alcohol?</u> - relaxation; inhibit mental reactions; loss of inhibitions; changes in attitudes; impaired co-ordination; increased risk taking; inhibit reflexes; increased bad judgements	MYTHS ABOUT ALCOHOL: - "Ya gotta hand it to Joe. He can really hold his liquor." Don't envy Joe. Often the guy who can hold so much is developing a "tolerance" for alcohol. And tolerance can be a polite word for need. - "People who drink too much hurt only themselves!" And their families! And their friends, and their employers, and strangers on the highway! And you!

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) DISEASES AND DRUGS

Content	Suggested Activities
iii) What are some of the long-term effects of alcohol use? - cirrhosis of the liver; convulsions; low blood sugar; possible death if overdosed; loss of appetite; malnutrition iv) What are some community problems due to alcohol abuse? - family breakdown; financial worries; work inefficiency and time loss; child neglect; safety factors; driving accidents; increase in crime	- "Alcohol is a stimulant." It's about as good a stimulant as ether. Alcohol acts as a depressant on the central nervous system. - "Very few women become alcoholic." In the 1950's, there were 5 or 6 alcoholic men to every woman. Now the ratio is about 3 to 1. Evidently this is one area where women's liberation is catching on too well. - "People are friendlier when they're drunk." Maybe. But they're also more hostile, more dangerous, more criminal, more homicidal and more suicidal. Half of all murders are alcohol-related. And one third of all suicides. - "People get drunk...or sick...from switching drinks." That shouldn't really make much difference. What usually causes an adverse reaction to alcohol is drinking too much. MONEY!: Discuss the amount of money spent on alcoholic beverages in Canada. What does a slight habit cost in relation to a heavy habit? DEBATE!: "More and more people are using alcohol due to increased pressures of society", or "Drinking and socializing is the best way to meet other people today". Debate. A MEMBER OF "AA": Invite a member of "AA" to talk to the class about his/her life then and now. Discuss family-related problems and help centres?

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) D. DISEASES AND DRUGS

Content	Suggested Activities
	COMMUNITY AGENCIES: Have students research the many public agencies helping families with such problems as alcoholism (AL-ANON, Alberta Mental Health Services, Alberta Social Services and Community Health, Alberta Alcohol and Drug Abuse Commission, etc.).
(d) EFFECTS OF SMOKING i) What are the long-term effects of smoking? - lung cancer; bronchitis; mouth irritation; emphysema; contributes to heart diseases; body takes in poisonous substances (60% gases, 40% tar and nicotine)	PROBLEM-SOLVING ACTIVITIES: Use some of the following student responses for help with smoking. Put students in groups. Discuss the issues and share responses with the class; 1. but my parents smoke; 2. all the kids call me chicken; 3. I get nervous and it helps me; 4. makes me feel better. RESEARCH ON SMOKING: Write letters to the Heart Foundation and Cancer Society for information about smoking and its harmful effects. Make a display of the pamphlets.
ii) What are the effects of excessive use of caffeine? - increased blood circulation - nervousness - loss of sleep - possible headaches	WHAT CONTAINS CAFFEINE?: Examine analyses of products such as pop, chocolate bars, tea, coffee and analgesics. Do they contain caffeine or other drugs? Locate products containing more caffeine than others. Talk about factors causing addiction. See Consumer Reports, October 1981, pages 595-599 for analyses of caffeine content in commonly consumed substances.
iii) What are the effects of drugs?	ALCOHOL ADVERTISEMENTS: Discuss the reasons for so many alcohol advertisements?

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) D. DISEASES AND DRUGS; E. SAFETY AND FIRST AID

Content	Suggested Activities
	AADAC (ALBERTA ALCOHOLISM AND DRUG ABUSE COMMISSION): Contact AADAC to obtain materials. Discuss such organizations as AL-ANON, AL-TEEN, AADAC, and other community services involved in the treatment of alcohol-related problems. PRESCRIPTION AND OVER-THE-COUNTER: Discuss the two types of drugs and their addicting factors when misused. Discuss the difference between drug use, misuse, and abuse. Break non-prescription into two categories over the counter and recreation drugs.
E-1.(a) HOME SAFETY ASSESSMENT i) What are some home hazards? - fire hazards - dangerous chemicals and cleaning fluids - medicines - electrical and gas outlet safety ii) What is the safe and proper use of equipment such as lawn mowers and snow blowers? iii) What safety measures should one consider when involved in recreational activities?	HOME SAFETY: - take a look at each room in the house and make a list of possible fire or accident hazards in that room which could be removed to prevent accidents from occurring; - have pupils make safety posters; - make up a list of important services and accompanying telephone numbers, which should be found in each home by the telephone (e.g. police department, fire department, poison control); - have each student prepare a safety promotion check list; - use guest speakers (fireman, policeman); - develop a "what's wrong" and "what's right" display using photos, pictures, drawings; - use role-play as a means of demonstrating safety procedures (making an emergency phone call to determine the essential information required).

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities
2(a) EMERGENCY CARE i) <u>What are some basic first-aid concerns?</u> - bleeding (circulatory system) - artificial respiration (respiratory system) - injury to bones (skeletal system) - burns (senses)	EMERGENCY CARE: <u>Bleeding (circulatory system)</u> - report: students compile a list of items necessary for a first aid kit (reference - school nurse, family doctor) - reinforce the first aid procedures by having volunteers plan and give skits to show what to do in case of severe bleeding - compile basic rules to control external bleeding (e.g., for cuts, nose bleeds). <u>Artificial Respiration (respiratory system)</u> - invite a demonstration team (e.g. St. John's Ambulance, Red Cross); - obtain (from above mentioned agencies) a demonstration mannequin to enable students to practise mouth-to-mouth resuscitation. <u>Injury to Bones (skeletal system)</u>: - demonstrate basic first aid procedures for broken bones; - discuss: how we can help prevent broken bones from occurring. For example, by being aware of things that cause falls: objects on stairs, icy walks, failure to use the hand rail on stairs - discuss general symptoms indicating a fracture; - investigate symptoms and first aid for dislocations and sprains.

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) E. SAFETY AND FIRST AID

Content	Suggested Activities

	Burns:
	
	- compile basic rules for dealing with burns including the do's and don'ts;
	- role play scenes of caring for burns
	
	Shock:
	
	- what causes shock?
	  - a reduction in blood volume and pressure as a result of heavy loss of blood, loss of fluid as a result of burns, and the body's response to pain or fear;
	
	- how does one deal with shock?
	  - regularly check the person's breathing; check wound sites to ensure that bleeding has not resumed
	  - keep the person lying down;
	  - elevate the person's feet
	  - remain with the person; send a bystander for medical help
	  - maintain normal body temperature
	  - comfort and reassure the person
	
	Hypothermia:
	
	- what is hypothermia?
	  - hypothermia is general cooling of the whole body as a result of prolonged exposure to severe cold

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THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) E. SAFETY AND FIRST AID; F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities

	- how does one treat a person with hypothermia?
	  - keep victim moving and awake until shelter is reached
	  - give hot drinks, if available
	  - at shelter, wrap in warmed blankets or place in a warm room
	  - if tub available, put victim in water which is comfortable to your elbow; if possible keep arms and legs out of water (warm torso first)
	
	Note: Refer to, First Aid For Teachers, Canadian Red Cross Society.

F-1.(a) REDUCING STRESS i) What methods can be used to reduce stress? - building strong self-image - a positive attitude - adequate rest and exercise - expressing emotions (crying) - hobbies and interests ii) What resources are available to help individuals with stress problems? - your innerself; your family and close friends; School teacher/counsellor; Family Services; Mental Health Services; Alberta Social Services and Community Health; Public Health Unit; Child Abuse Centre; Church Counselling Services; Recreational Facilities	SELF-IMAGE: Define and discuss how it is acquired and further developed. MAP YOUR COMMUNITY: Draw a community map noting all the "helping" agencies. A DIRECTORY: Make a directory to post on the wall listing "help" agencies, contact person and telephone numbers. I'M AFRAID: Invite a member of an agency to visit the class to talk about their services and what persons should do when they or their family needs help. CONFIDENTIALITY: Discuss this factor in counselling.

GRADE 6

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
(b) AVAILABLE ASSISTANCE FOR ALCOHOL PROBLEMS i) <u>What organizations are available to help the family?</u> - Al-Anon; Al-Teen; Alberta Alcohol and Drug Abuse Commission - AADAC; Alcoholics Anonymous; Church Pastors; Family Counselling Services	WHO'S AN ALCOHOLIC?: What is an alcoholic (signs and symptoms)? Who are alcoholics? What assistance is available to alcoholics? TELEPHONE NUMBERS: Have students work in small groups to research the available assistance centres in the community. Post such information as: organization, contact person, telephone numbers, etc.

2(a) PURCHASING HEALTH PRODUCTS
 	
i) <u>What are some types of health products?</u>
 	
- hair products
  - shampoo; cream rinses; special products for dandruff, split ends, short hair
- for cleanliness
  - soaps; deodorants; creams: protection against environment
- acne
  - soaps; dental products (i.e. mouthwash, tooth brushes, dental floss)
	PRODUCTS TO USE: Have students bring in an assortment of health products (classify them into hair, body cleanliness and acne categories). In groups have students review the labels for ingredients, size and cost. Discuss the effectiveness and possible alternatives.
	
	ADVERTISEMENTS: Discuss the dilemma people are caught in when buying a product. Sometimes they only remember the advertisement and forget to review the product for its effectiveness and cost. Collect pictures of products from magazines to display and discuss. How do you determine whether the product will perform as advertised?
	
	BEAUTICIAN IN CLASS: Invite a local hairdresser to speak to the class about hair and skin care.

3(a) ENVIRONMENTAL PROTECTION AGENCIES (See Curriculum Guide, page 152)	SCHOOL PROGRAM: Have students interview other subject teachers to find out about the ways topics such as "environment" are covered in other classes (science, social studies, etc.).

GRADE 6

THEME: IV BODY KNOWLEDGE AND CARE

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SUB-THEME(S) F. PROTECTING PEOPLE'S HEALTH

Content	Suggested Activities
	COLLECTING FACTS: Write letters to national, international, public and provincial government agencies for current facts about protecting the environment. LAWS FOR ENVIRONMENTAL PROTECTION: Given authority have students draft legislation for community and provincial attention. Send an approved draft to the local M.L.A. for consideration.
4(a) EXPANDED AWARENESS OF COMMUNITY FACILITIES i) What are some sports leagues for boys and girls? - soccer; softball; track teams; gymnastic teams; football; ringette; hockey ii) What are some playground programs? (See Curriculum Guide, page 153)	ACTIVITY BULLETIN BOARD: Keep an updated posting of current activities available to student (locations, cost, contact person, telephone numbers, etc.). Review it often to keep students informed. THE YMCA/YWCA: Have community people visit the classroom to discuss the many activities available to young people.
5(a) HOW LIFE STYLE FACTORS RELATE TO PHYSICAL AND MENTAL HEALTH (See Curriculum Guide, page 153)	GRANDPARENT's DAY: Put the class into two groups - one group research current life style and the other "Grandparent's Day". Students should make notes regarding items such as recreation, food products, travel, housing, family size, family problems, and occupations. Compare the results and discuss our present life styles and stresses. FAMILY BREAKDOWN: Discuss ways for children to cope with family breakdown. (Who they could talk to and how they can get rid of stress, etc.).

GRADE 6

THEME: IV BODY KNOWLEDGE AND CARE

SUB-THEME(S) A. PUBERTY

Content	Suggested Activities
A-1.(a) SEXUALITY - A PART OF ONE'S TOTAL BEING i) What is a "healthy body image"? - a realization that sexuality is one aspect of total self - a positive outlook on life - confidence concerning individual strengths	HUMAN QUALITIES: Discuss the factors which make up a total person (attitude, emotions, physical appearance, sexuality, self-image, etc.). Discuss how each factor is interdependent on the other. ACCEPTING CHANGES: Review the body developments associated with puberty (girls might sit in one circle and the boys in another). Form one group and review these factors (height changes, weight changes, voice changes, breast development in girls, body hair on chest for boys, etc.). The use of the diagrams (page 206-207) may be useful.
(b) SEXUAL MATURATION i) What does sexual maturation mean? (See Curriculum Guide, page 156)	A BABY: Discuss the aspects of being mature enough to raise a child (finances, body maturity in girls to carry the fetus, emotional stability, etc.).
(c) NOCTURNAL EMISSIONS (See Curriculum Guide, page 156)	BOYS ALONE: Give the boys an opportunity to meet with a male teacher or medical doctor to discuss wet dreams.

GRADE 6

THEME: V HUMAN SEXUALITY

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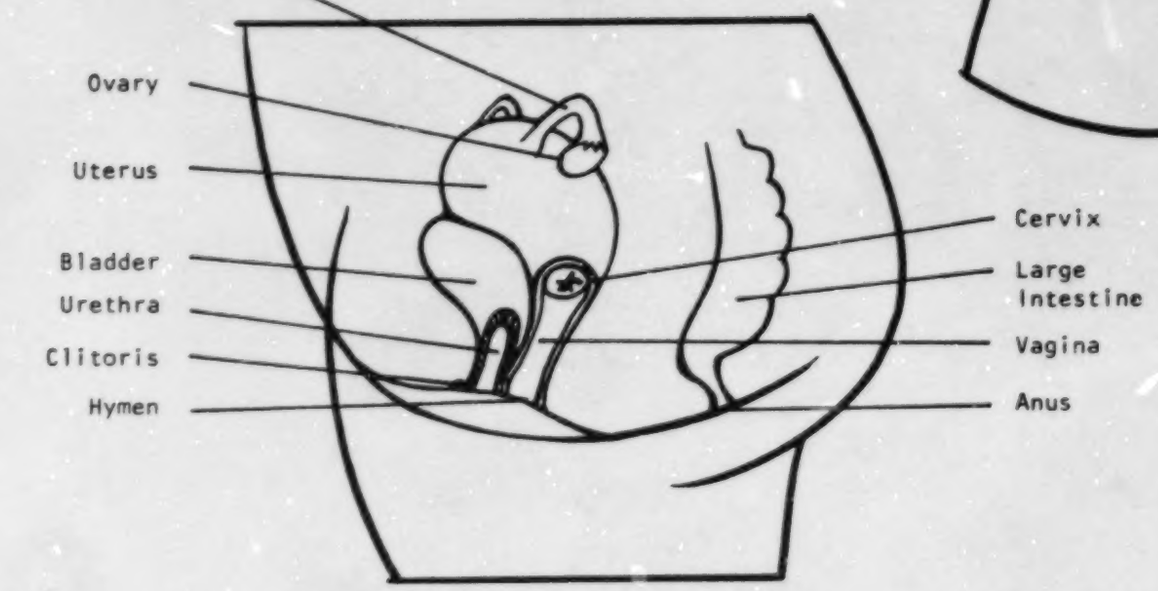

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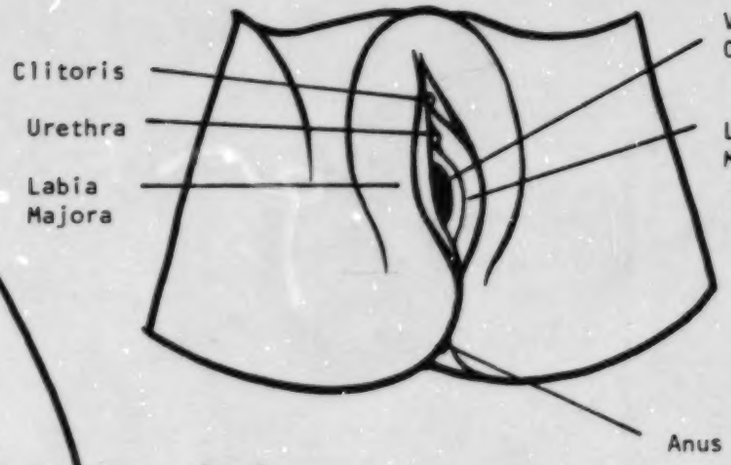
SIDE VIEW OF FEMALE REPRODUCTIVE ORGANS

FRONT VIEW OF VULVA



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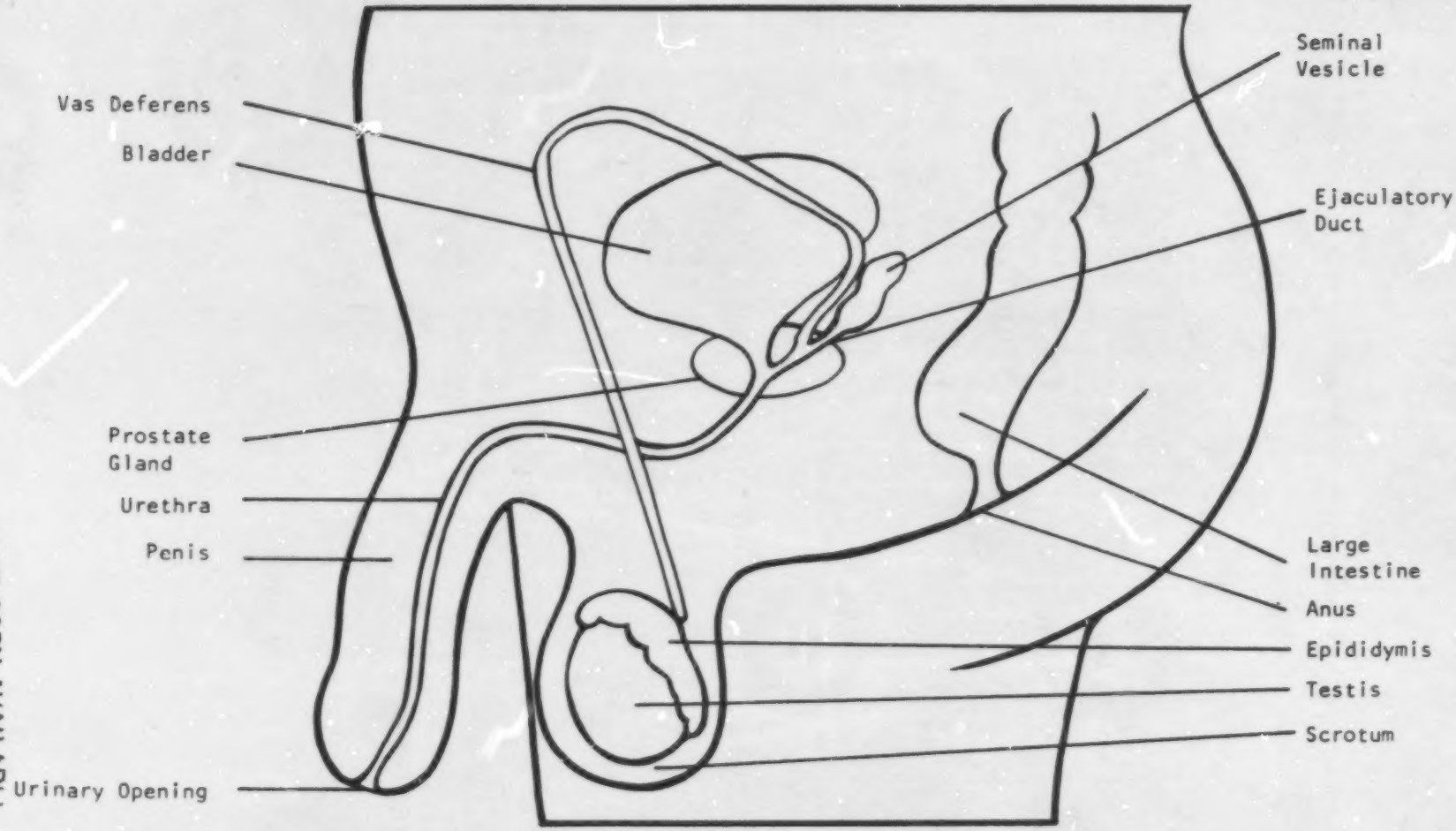

SIDE VIEW OF MALE REPRODUCTIVE ORGANS

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SUB-THEME(S) A. PUBERTY

Content	Suggested Activities
(d) THE MENSTRUAL CYCLE i) What is the menstrual cycle? - natural process - onset of puberty for girls - begin between 9-16 - the ovary releases an egg cell - the egg cell travels through the fallopian tubes then to the uterus - if the egg is not fertilized by the sperm cell in the fallopian tubes the egg is discharged from the body and in turn menstruation usually occurs - menstruation, or period, is a discharge of blood from the body due to the shedding of the uterus lining - menstruation lasts about 4-7 days - the cycle repeats itself every 28-32 days	QUESTION BOX: Use the anonymous question box throughout this unit. Arrange to answer questions daily. GIRLS ALONE: Give the girls an opportunity to discuss the female issues of menstruation with a female teacher, health nurse or medical doctor. (Type of napkins to use. What about tampons, disposal, etc.). SHOULD I GO SWIMMING?: Discuss the concept that although puberty is the beginning of new happenings in both the male and female bodies, most activities can still be continued when special preparation is taken into consideration. DISCUSS other concerns girls have: - will everyone know when I am menstruating? - do you get pains or cramps? - what age do you start? - will I get grouchy? - do you menstruate as long as you like? DISCUSS conerns boys have: - what are nocturnal emissions? - at what rate will my sexual organs grow?
(e) OTHER PHYSICAL AND EMOTIONAL CHANGES IN PUBERTY (See Curriculum Guide, page 157)	CHANGES IN PUBERTY: Have girls and boys sit in separate groups in a circle. Encourage each group to discuss body changes encountered at puberty. Ask groups to list as many of the 'changes' as they can remember.

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SUB-THEME(S) A. PUBERTY; B. REPRODUCTION

Content	Suggested Activities
(f) VOCABULARY- DESCRIBING PUBERTY i) <u>What vocabulary is necessary for understanding puberty?</u> - menstruation; morning erections; nocturnal emissions (wet dreams); circumcision; sperm cell; egg cell; testicle; uterus; erection; ejaculation; scrotum (The above vocabulary should be used in all Sexuality Themes.)	I'VE GOT THE ANSWER: Brainstorm with the class to identify vocabulary dealing with puberty changes and reproduction. List the words on the board. Discuss each word and its meaning, giving all students a chance to pronounce the words. Ask each student to make up and write on a slip of paper five questions about puberty and reproduction. (e.g.: What is monthly discharge of blood called? What is the name of the male sex cell? etc.). Students should fold their written questions up and put them in a question box. The teacher will begin by drawing out one question, reading it aloud and answering it. The question box is passed from student to student. (Points can be awarded for correct answers.) Students should have the option of saying "pass, unable to answer".
B-1.(a) VOCABULARY - DESCRIBING REPRODUCTION a) <u>What vocabulary is necessary for understanding reproduction?</u> - sexual intercourse; egg cell; sperm cell; vagina; penis; uterus; clitoris; ovary (The above vocabulary should be used in all Sexuality Themes.)	THE SCHOOL NURSE: Invite the school nurse to assist with helping students use the correct terms and to know their meanings. Two small groups of boys and girls or separate groups (depending on the teacher's evaluation of maturity levels) could be established. The objective is to have students use the correct wording often enough so that it becomes a part of their spoken vocabulary.

GRADE 6

THEME: V HUMAN SEXUALITY

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APPENDIX A

ADDITIONAL COMMUNICATION EXERCISES

COMMUNICATION EXERCISES

Students should be given many opportunities throughout a school year to learn more about their classmates and teachers. It has often been stated that students, once having established friendships in a class, rarely move from this circle of acquaintances.

Using communication exercises at the beginning of a school year and to accompany various health lessons is a delightful way to foster friendships, and for student self-image to blossom. These exercises can be most useful in building climates for classroom discussion. They are as follows:

1. INFORMATION SHEET

   Purpose: The student and the parents should be given enough information at the beginning of the program to eliminate such doubtful questions as:

   - How long will this program last?
   - What is expected of the student?
   - How often do we have Health Education?
   - What activities are planned for the year?
   - Who is the teacher?

   Materials: A printed information sheet with some of the following facts could help to clarify such doubts:

   Name of Program
   Duration of Program
   Goals and Objectives
   Evaluation Procedures
   Outline of Content
   Information about the Teacher
   Expected Role of the Student

   Procedure: Distribute the information sheet to the students and parents.
   Review the content with the students.
   Have the students take the information home.

2. WHO'S WHO

   Purpose: This exercise is especially helpful at the beginning of a program for students who do not know each other all that well.

   Materials: Pen
   Activity Sheet (example on next page)

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Procedure: Students are instructed to move freely about the room. They are to obtain the names of various class members who fit the description on the Action Sheet. They are not to sign their own sheets even though they match a description.

Note: For younger grades this activity may be done orally or pictures of activities can be pasted on 10-15 pieces of paper. Pass the paper around the class given students an opportunity to record their names on the sheets matching their interests. (Pictures of musical instruments, sports, foods, holiday areas, hobbies, etc.). Share the information with the entire class.

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WHO'S WHO ACTIVITY SHEET

Move freely about the class attempting to obtain students' names to match the activity.

1. Has the same color eyes as you._____
2. Is wearing grey socks._____
3. Boy with the longest hair._____
4. Girl with the longest hair._____
5. Is wearing running shoes with a blue strip._____
6. Has a horse._____
7. Has won a medal or ribbon at some sporting event._____
8. Can play a musical instrument._____
9. Has a middle name of Ann._____
10. Is an only child._____
11. Father's first name is John._____
12. Has been camping._____
13. Has two sisters._____
14. Has a "5" in their phone number._____
15. Enjoys liver for a meal._____
16. Has an all-white cat._____
17. Was born in Saskatchewan._____
18. Tonsils have been removed._____
19. Favorite subject is math._____
20. Has never missed a day of school._____

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3. A RESUME

Purpose: A helpful exercise for the teacher to learn useful information about the student as well as an opportunity for the student to learn more about other students and the teacher.

Materials: Pen
Paper
Stencils

Procedure: The teacher and students write a brief outline of themselves including such information as:
- where born
- number in family
- favourite foods, television shows
- best school subjects
- plans for the future.

Once these are collected, the teacher should make a stencil of this information so every class member can have a copy.

* For younger grades, a picture collection or drawing of information can be used and shared.

4. MAKING INTRODUCTIONS

Purpose: This activity is excellent when most students are strangers to each other.

Materials: None

Procedure: Group students into pairs. They then have 10 minutes to learn as much as they can about the other person so that they are able to introduce their new friend to the class.

In learning about each other, they could consider the following areas:
- nickname
- school or kindergarten attended last year
- holiday activities
- favourite food, school subjects, television shows
- hobbies or interests
- favourite pets.

The teacher should be first to give the students an example of how an introduction is made:
"Class, I would like you to meet my new friend, Betty White. Betty attended Lakeview school last year..."

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5. RUNNING NAMES

Purpose: An exercise to help students remember the names of their classmates.

Materials: None

Procedure: Students begin by giving their first name to the class. The class is asked to try to remember these names. The teacher then asks someone to volunteer to recite as many of the names he/she can recall.

The student doing the recalling walks from desk to desk as he or she calls out each student's first name. If the student should forget a name or give an incorrect response he or she must sit down and another volunteer is called up.

6. ROUNDS

Purpose: An exercise to allow students to work in small groups in order to learn the names of their classmates.

Materials: None

Procedure: The teacher divides the class into groups of 10-12 students. The students sit in a circle and introduce themselves to the others by giving their first name and some fictitious occupation such as "Hi, I'm Sam. I'm going to be a mouse trainer." The next student introduces the first student, and then goes on to introduce himself/herself. Example: "This is Sam, the mouse trainer and I am Tom, the bird counter." This procedure is continued until the round is complete. Some alternatives are:

The teacher later calls out to the class - "Who is Sam, the mouse trainer?" etc.

7. PICTURE TIME

Purpose: An idea to allow students to make a scrapbook so as to recall the activities of the various lessons.

Materials: Camera
Film

Procedure: The teacher or a student is appointed as the photographer. Throughout the program, the teacher or student randomly snaps pictures of the various activities. These pictures are displayed throughout the program.

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8. SETTING GOALS

Purpose: An exercise to allow the student to form some personal goals for the program once he or she understands the course objectives.

Materials: Pen
Paper

Procedure: The student is asked to state goals he or she could meet over the duration of the program. A copy of each list of goals is made (1 copy for the student and 1 copy for the teacher). When the program is near completion, the teacher and the student re-examine the goals to evaluate the success of the exercise.

9. THE ANONYMOUS BOX

Purpose: An opportunity for students to express concerns without being identified.

Materials: A box (preferably one that can be locked).

Procedure: Students are told the purpose of this box. Throughout the program the teacher answers the questions in one of the following manners:

- answers one or more questions at the end of each class period
- saves the questions for a guest speaker (doctor, nurse, etc.) to answer on special days
- writes the response and posts all responses on a bulletin board or returns responses each day, for the anonymous person to collect.

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APPENDIX B

GROWTH AND DEVELOPMENT CHART

AGE 6 .... GRADE I

PHYSICAL TRAITS:

- Motor control continues to improve.
- Is almost constantly active whether sitting or standing.
- Is noisy and boisterous.
- Becomes fatigued easily.
- Increases in ability to use large muscles: small muscles are not as well developed.
- Likes to work with hands but is not well enough coordinated to work with materials which require the precise use of small muscles.
- Has established eye and hand preferences, but is still having difficulty with eye/hand coordination.
- Begins to lose baby teeth.
- Develops permanent teeth.
- Is progressing unevenly in physical growth, such as rapid growth in legs.
- Girls at [illegible] ture skeletally as boys at seven.
- Lungs are relatively small and easily loses breath.

MENTAL TRAITS:

- Exhibits some increase in attention span.
- Is beginning to distinguish between fact and fantasy.
- Begins to understand time on the hour.
- Is interested in dramatic play.
- Displays interest in an activity, not the end result.
- Begins to understand that a sentence is a group of words that expresses an idea.
- Is beginning to read printed symbols.
- Finds it difficult to make decisions.

SOCIAL-EMOTIONAL TRAITS:

- Is very self-centered and demanding.
- Is not able to cooperate too well in organized games.
- Loves praise and seeks approval.
- Does not accept criticism, blame, or punishment very well.
- Expects others to conform to his/her way of thinking and doing.
- Likes responsibility.
- Does not react to excitement very well.
- Is inconsistent.
- Has difficulty accepting a younger sibling unless there has been considerable planning and discussion with parents.

NEEDS:

- Continued experiences with large equipment and materials.
- Guidance in establishing coordination.
- Beginning experiences with materials which require limited use of smaller muscles.
- A program which encourages emphasis upon creativity without expecting perfection.
- Experiences in a planned program in prereading and beginning reading.
- Opportunities to make choices and decisions.
- An environment in which desirable learning habits are developed.
- A variety of social situations through which leadership is developed.
- Opportunities to express self orally.
- Experiences with stories, poetry, and music that have a sense of humor to them.

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AGE 7 .... GRADE II

PHYSICAL TRAITS:

- Is not as active as at six
- Works in sudden bursts of energy.
- Develops greater skill in the use of large muscles and is also showing increased skill in the use of small muscles.
- Is interested in developing different skills. Likes to repeat activities.
- Is continuing to improve eye/hand coordination.
- Enjoys many kinds of activities all through the day.
- Continues to enjoy manipulating objects.
- Is still not ready for activities which require eye concentration for too long a period of time.
- Is losing primary teeth and is beginning to acquire permanent teeth, six-year molars and incisors.

MENTAL TRAITS:

- Exhibits increased attention span.
- Reaches a peak of interest in dramatic work.
- Begins to understand time relationships.
- Begins to show some degree of abstract thinking. (Takes time to think.)
- Is more accepting of himself/herself.
- Begins to evaluate own performance. (Often expects too much of self.)
- Is more discriminating than at six.
- Is able to read independently.
- Is able to use a picture dictionary.
- Is beginning to interpret vicarious experiences in terms of background and past experiences.
- Is becoming aware of and uses more descriptive and action words.

SOCIAL-EMOTIONAL TRAITS:

- Works and plays with others or alone.
- Is very conscientious. Wants to do things perfectly.
- Begins to participate in groups as a member of the group. Plays fairly well with other children.
- Tends to worry. Responds best to indirect correction.
- Is going through a period of pensiveness and assimilation.
- Is keen observer.
- Is able to assume responsibilities. Tends to feel that peers, parents and teachers are unfair.
- Exhibits a very close personal feeling toward the teacher.
- Is becoming more independent of mother. Feels a need for a place in his/her family.
- Tends to be jealous of siblings.

NEEDS:

- Activities which include the use of both large and small muscles.
- Short periods of work which involve reading and writing. (Ample time to complete a task.)
- Must be guided to recognize a reasonable point at which to stop.
- Experiences in group projects that foster learning through doing.
- Opportunities to express self orally, in written form, through music, art and dramatic play.
- Recognition when work is successfully completed.
- Understanding and friendship from the teacher, for the child closely associates himself/herself with the teacher at this stage of development.

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AGE 8 .... GRADE III

PHYSICAL TRAITS:

- Has a great deal of physical energy, often works or plays to the point of exhaustion.
- Is developing the use of smaller muscles.
- Exhibits skill and grace in body movement.
- Tends to be careless and thus more prone to accidents.
- Has fairly well-developed eye/hand coordination.
- Is increasing in ability to focus eyes at near and far distances.
- Nine out of ten children have tooth decay and one out of five shows evidence of crowded (crooked) teeth.

MENTAL TRAITS:

- Is able to concentrate for a longer period of time.
- Tends to project himself/herself completely into dramatic situations.
- Exhibits ability to distinguish fact from fiction.
- Is beginning to develop some understanding of space and time.
- Is becoming more adept at defining his/her problems.
- Is developing logical patterns of thinking.
- Is beginning to establish methods of employing the fundamental skills.
- Is increasing in ability to put ideas into words.
- Has greater capacity to accept criticism and to evaluate himself/herself.

SOCIAL-EMOTIONAL TRAITS:

- Enjoys to work and play with others.
- Begins to identify himself/herself with group responsibilities and purposes.
- Is interested in being a member of a gang.
- Begins to exhibit a feeling for competition.
- Responds well to praise and comments on improvement.
- Tries to express ideas and to take part in activities which are beyond his/her capacity.
- Begins to choose "special" friends, usually of the same sex.
- Exhibits some fears which may be real or imaginary.
- Is not as dependent upon the teacher.
- Has difficulty getting along with siblings.
- Insists upon a close, understanding relationship with mother.
- Shows interest in family group.

NEEDS:

- Participation in games or activities which involve vigorous exercise.
- Opportunities to work for longer periods of time.
- Many real and vicarious experiences to increase understanding of environment.
- Guidance in making generalizations after much evidence has been accumulated.
- Sufficient challenge in all areas of the instructional program.
- A classroom environment which allows him/her to agree or disagree in a desirable manner.
- An appreciation of the worth of others as well as of himself/herself.
- Opportunities to assume responsibilities.
- Opportunities to have questions answered.
- Guidance and encouragement in following special interests.

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AGE 9 .... GRADE IV

PHYSICAL TRAITS:

- Is constantly active.
- Works and plays to the peak of his/her capacity.
- Becomes over stimulated easily and has difficulty in slowing down.
- Exhibits increased skills in the use of fine muscles; continues to need activities to develop large muscles.
- Evidences proficiency in the use of tools through detail of finished product.
- Displays increased skill in motor coordination.
- Enjoys exhibiting motor skills.
- Finds it difficult to keep from twisting and turning in seat because of muscular growth.
- Shows improvement in eye/hand coordination.
- Exhibits ability to adjust eyes for both near and far vision without undue strain.
- Susceptible to injuries if mouth guards and helmets are not worn when engaged in contact sports.
- Displays even rate of growth in height and increase in weight.
- Development of permanent dentition continues.

MENTAL

- Demonstrates that interests deepen rather than broaden.
- Likes to make plans and look ahead.
- Is increasing in ability to budget time.
- Is interested in the mechanics of things; what things are made of and how they operate.
- Tends to be more exacting in collecting, identifying and classifying objects.
- Is able to do some independent critical thinking.
- Experiences growth in ability to think and to speak.
- Shows increased ability to use reference materials.

SOCIAL-EMOTIONAL TRAITS:

- Plays and works well with others.
- Is becoming aware of responsibility to others.
- Participates in a gang or an informal club.
- Exhibits increased ability to evaluate self and others.
- Prefers reasonable appraisal of work rather than praise, though praise is not always welcome.
- Works to perfect skills.
- Seems very devoted to teacher.
- Forms "special" friends; chooses a member of own sex for "special friend".
- Exhibits independence when away from family.
- Is aware of family standards and recognizes differences between standards of family and friends.

NEED:

- A balanced program of active and quiet activities.
- Opportunities to learn and practise good health habits.
- Opportunities for creative expression.
- Practice in planning and organizing activities.
- Opportunities to learn and use social skills.
- Opportunities to assume responsibilities and leadership.
- Acceptance by peer group.
- Guidance to direct the interest in gangs and clubs toward socially acceptable goals.
- Guidance in identifying and classifying objects.
- Opportunities to exhibit collections.

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AGE 10 ..... GRADE 5

PHYSICAL TRAITS:
- Is in need of vigorous physical activities to strengthen muscles.
- Has good control of large and small muscles.
- Exhibits a wide range of skills in physical activities.
- Displays a definite increase in manual strength.
- Shows a refinement of control and use in muscles.
- Has almost adult ability in eye/hand coordination.
- Development of permanent dentition continues.
- Exhibits uneven growth of different body parts.

SOCIAL-EMOTIONAL TRAITS:
- Enjoys matching skills with others.
- Loves competition.
- Desires status in a group and wants to be independent.
- Is showing increased interest in the gang or club.
- Is constantly seeking friendship of those of own age and adults.
- Seeks approval of those around him/her; seeks to impress them.
- Tends to resist change that is imposed.
- Is ready to assume increased responsibility.
- May show antagonism toward opposite sex.
- Is becoming more self-conscious.
- Is very satisfied with family, and family is very pleased with him/her.
- Shows increased independence when away from family group.

MENTAL TRAITS:
- Increases in ability to give attention to subjects of interest for longer periods of time.
- Increases in ability to generalize and think critically.
- Is interested in exploring and experimenting.
- Exhibits ability to budget time and energy.
- Shows interest in arts and crafts; special talents are becoming apparent.
- Is reaching a top level of interest in reading.
- Is able to make advanced plans.
- Retains ideas to a greater degree.

NEEDS:
- Protection against the danger of becoming over fatigued in competitive activities.
- A balanced variety of activities.
- Access to a wealth of reading materials.
- Introduction to the biographies of living and historical personalities.
- Guidance in problem-solving and critical thinking.
- Encouragement to participate in free discussion.
- Opportunities to assume responsibilities and leadership.
- Experiences which foster a sense of success and achievement.
- An emotional climate which encourages the discussion of personal problems.

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AGE 11 ..... GRADE 6

PHYSICAL TRAITS:

- Tends to be physically active.
- Likes strenuous activities.
- Is lacking in judgment in controlling activities in order to prevent over-fatigue.
- Shows increased proficiency in physical skills.
- Is developing the use of accessory muscles to a high degree.
- Has attained adult level of eye/hand coordination.
- Has well established eye functions.
- Continues to exhibit uneven growth of different body parts.
- Eruption of permanent dentition near completion except for third molars (wisdom teeth).
- Number of cavities increase in children approaching adolescence.

MENTAL TRAITS:

- Exhibits interest in books about adventure, science, nature and home life.
- Is developing a concept of time nearly equal to that of an adult.
- Is able to work with a group on extended projects which require cooperation and pooled thinking.
- Is growing in ability to organize materials effectively.
- Is growing in ability to generalize, to see relationships, and to estimate probable results in solving problems.
- Is able to work with abstractions with less concrete illustration.

SOCIAL-EMOTIONAL TRAITS:

- Is interested in group activities.
- Is developing a feeling of team spirit.
- Is showing strong interest in social activities.
- Is establishing status within his/her sex group.
- Is keenly interested in competition.
- Is demonstrating belief in established justice or fair play.
- Is developing a sense of ethics.
- Recognizes the authority of superiors and the leadership of his/her peers.
- Feels insecure or frustrated as a result of longing for, as well as, rejecting independence.
- Wants and expects help from parents, but does not want to be told what to do.

NEEDS:

- Daily physical activity and rest.
- Activities involving cooperative or team play, and which give individual satisfaction.
- Extended periods of time to complete group projects.
- A wealth of supplementary books to satisfy reading interests.
- Opportunities to use research techniques to locate information.
- Learning situations which provide opportunities for drawing conclusions and making generalizations.
- Guidance in setting personal goals and evaluating growth and achievement.
- Opportunities to assume increased leadership and responsibilities in class and club activities.
- Understanding from adults because of the emotional changes experienced.
- Opportunities to make decisions and be independent.
- Opportunities to discuss social and personal problems.

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